

**IMPROVING THE WRITING LEARNING PROCESS
OF GRADE XI STUDENTS OF SMK NEGERI 1 TEMPEL
BY IMPLEMENTING TIERED TASKS**

A Thesis

**Submitted as Partial Fulfilment of the Requirements for the Attainment
of the Degree of *Sarjana Pendidikan* in English Language Education**



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menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 23 September 2011

Peneliti,

Asna Izati

MOTTOS

(1) Have We not expanded thee the breast? (2) And removed from thee thy burden (3) The which did gall thy back? (4) And raised the esteem (in which) thou (art held)? (5) So, verily, with every difficulty, there is relief. (6) Verily, with every difficulty there is relief. (7) Therefore, when thou art free (from thine immediate task), still labour hard, (8) And to thy Lord turn (all) thy attention.
(Q. S. Al-Insyirah: 1-7)

And remember! Your Lord caused to be declared (publicly): "If ye are grateful, I will add more (favours) unto you; but if ye show ingratitude, truly my punishment is terrible indeed."
(Q. S. Ibrahim: 7)

DEDICATIONS

This thesis is dedicated to:

- My beloved parents, Ibu Titik Rahayuningsih and Bapak Mujiyono
“Thank you for your love, patience, prayer, and support. Thank you for always hugging me and wiping my tears. I love you, Mom and Dad....”
- My sister, Amalina Isnaini
“Thank you for your love and laughs.”
- My great teachers and lecturers
“Thank you for giving me the light.”

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Finally, this thesis is still far from being perfect. However, I hope that it is useful for the development of the English teaching-learning process, particularly for the development of the writing learning process at vocational high school.

Yogyakarta, September 23rd, 2011

The Writer,

Asna Izati

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LIST OF ABBREVIATIONS

P	: Peneliti
S	: Siswa
GBI	: Guru Bahasa Inggris
S	: Siswa
Ss	: Siswa-siswa

Improving the Writing Learning Process of Grade XI Students of SMK Negeri 1 Tempel by Implementing Tiered Tasks

ABSTRACT

This study was action research which aimed at improving the writing learning process of Grade XI students of SMK Negeri 1 Tempel. Based on the preliminary observations, interviews, and questionnaire, it was found out that the students' learning motivation was low and the class interactions were dominated by high-ability students. The learning tasks were not appropriately challenging for all students who learnt in a big mixed-ability class. Principally, the writing learning process was not well-conducted.

This study was done collaboratively with the English teacher by focusing on the implementation of tiered tasks to deal with the problems of teaching and learning of writing in the mixed-ability class. This study was qualitative in nature. The data of this study were obtained by observing the teaching-learning process during the implementation of the actions. The actions included tiering the task supports and varying the task settings. Some interviews with the students and some discussions with the teacher were done to evaluate the effectiveness of the actions. Questionnaire was also used to find out the improvement of the students' writing learning process after the implementation of the actions. The data were in the form of field notes, interview transcripts, and the results of the questionnaire. The students' writing scores were also provided to support the data. The data validity was obtained by applying process and democratic validity.

The implementation of the actions was started by diagnosing the students' level of ability and then grouping them into three levels, i.e. bottom tier, middle tier, and up tier. Each tier was exposed to the same kind of tasks with different task supports. The low-ability students received more task supports than the high-ability ones to help them do the tasks. In the implementation of tiered tasks, the teacher's role to control the students' participation during the teaching-learning process was very important. The teacher was also required to do continuous evaluation towards the students' learning development. The result of this study shows that the implementation of tiered tasks was effective to improve the students' writing learning process in the mixed-ability class. It could improve the students learning motivation and involvement because they were provided with appropriate supports according to their level of ability to do the tasks. This condition stimulated the students to work based on their actual ability. Thus, the students could experience learning and their writing achievement improved.

CHAPTER I INTRODUCTION

A. Background of the Study

According to the Standard of Contents (2006: 111), the aim of English teaching and learning in Vocational High School is equipping the students with the knowledge and basic skill of English that facilitates them in achieving the skill competence required. This skill competence will be useful in seeking for good jobs that are relevant to their field of study. Moreover, the English teaching and learning will also enable the students to use the language as a means of daily communication both in oral and in written forms. English is indeed expected to facilitate the students to communicate in daily life to cope with the development of human life aspects in globalization era.

Teaching English in Indonesia covers four language skills, i.e. listening, speaking, reading, and writing. However, the teaching of writing is often set aside, whereas written language is important as a means of communication, especially when the students have worked in a formal work field. Their writing ability will be useful for equipping them to communicate ideas, messages, and information in the form of written products, such as essay, application letter, Curriculum Vitae, notes of meetings, memo, report, etc. In order to be able to write such those written products, the students need to be equipped with qualified writing ability.

In order to get qualified writing ability, the students need to learn in a positive classroom atmosphere in which learning success is highly-promoted and learning equity is well-developed. However, it was found that the writing learning

atmosphere of Grade XI students in SMK Negeri 1 Tempel tended to be negative. The students learnt in a mixed-ability class and did not receive appropriate learning tasks. Moreover, the writing learning process was still neglected. It was not conducted well and failed to facilitate the students' learning needs.

The observation results also show that the writing learning process has not been well-executed. Such a situation has caused some writing problems faced by the students. The problems dealt with the difficulty in generating the ideas, and how to transfer these ideas into readable written products. The difficulties also laid on the students' vocabulary, grammar, punctuation, and finding proper word choices. That is why the teaching-learning of writing should not be neglected although the oral language is sometimes more demanded in the teaching-learning process in order to deal with certain circumstance.

The problem of the writing learning process also dealt with the students' learning motivation which tended to be low. Most of the students still viewed English as a difficult subject to learn since it is not their mother tongue. That is why many of them decided to avoid using English communicatively both in the classroom as well as in daily communication. In relation to the written language, it was considered to be a big problem if they did not know Indonesian meaning of every single word of English they find. It was because most of them still only translated Indonesian words into English when they were asked to write in English. They also still used Indonesian context in their writings. It means that they failed to engage themselves to English while writing.

The next problem was related to teaching techniques which were sometimes inappropriate with the students' learning needs. The teacher also did not pay much attention to the process of writing since he/she only concerned in the final products of writing. It was reflected from the responding, evaluating, and editing processes which were mostly conducted for the final products of writing only. The students were not given opportunity to make first draft and then revised it after receiving feedback from the teacher or peers. In that condition, the students could not experience learning effectively.

The class size is the next aspect that should be considered since it influences the process of building a positive learning atmosphere. In SMK Negeri 1 Tempel, one class consisted of 36 students with mixed-level of ability. It is categorized as a big class, especially for a language learning class, that requires a great deal of teacher's attention to control the students' participation. The class was also mixed-level that required the implementation of appropriate tasks that are adjusted to the students' needs. Unfortunately, the tasks were not varied. All of the students were exposed to the same learning tasks without considering the students' varied learning needs.

The differentiated instructions can be an alternative to solve the problems dealing with the students' writing learning process. It can be done by implementing tiered tasks which is one of the learning strategies incorporated into the differentiated instruction approach. Tiered tasks can facilitate the students' learning in a heterogeneous class. Tiered tasks can help the students do the process of sense-making and demonstrating ideas effectively. Thus, their

responses while doing the learning tasks will match their learning needs and specified learning goals (Tomlinson 2001 : 80-81). In this case, the students are exposed to the different levels of tasks which lead to the same basic concept or understanding. As the consequence, the students will be appropriately challenged by the tasks which have been differentiated according to their level of ability.

B. Identification of the Problem

The positive achievement of the teaching-learning process can be realized if all of its components are well treated. Those components include teacher, students, teaching method, and learning materials. The teaching method, which is meant as a way of teaching the language, is related to the teaching technique, i.e. the kinds of learning activity used in the classroom. It also deals with the learning materials exposed to the students. The tasks included in the materials should be appropriate with the students' needs and characteristics. Those tasks should also involve some effective teacher's roles during the teaching-learning process. However, in some cases, those components still need to be revitalized in order to improve the teaching-learning quality since they have not been carried out well.

The problems dealing with the writing learning process of grade XI students of SMK Negeri 1 Tempel which were found during the observation indicate that the teaching-learning components have not been well executed. The first problem was the low learning motivation of the students. They failed to feel the relevance of learning English to them since it was not their native language. It made them reluctant to use English communicatively, especially as a written

language. During the teaching-learning process, they tended to be passive participants. Moreover, the writing learning process tended to be set aside since writing skill was not tested in the National Examination.

The second problem laid on the class size which was quite big with mixed-level of students' ability. The learning atmosphere in the class tended to be negative. It was difficult for the teacher to manage all of the students in order to participate actively during the teaching-learning process. The students were passive and the learning activities were still dominated by the students with high level of ability. It was also difficult for the teacher to challenge each student with appropriate learning tasks. The teacher has not implemented appropriate learning tasks that could facilitate varied learning needs of the students.

The third problem dealt with the learning materials used in the class which were not varied, and even, the teacher tended to be book-based. Since the students learnt in a mixed-ability classroom, they needed to be exposed to the tasks that could meet their different needs of learning. Unfortunately, such tasks have not been well-provided for the students. All of the students still had to deal with the same tasks during the teaching-learning process. It means that the inputs, the task procedures, and the task products expected were designed in the equal level for all students. It means that the learning ability of the students was not considered while developing the tasks.

The use of unvaried writing tasks made the students learn in an environment in which the same learning tasks were implemented for all students in the class. The given tasks did not challenge the students appropriately. On one hand, the learning tasks implemented failed to challenge the students with higher level of ability. Their actual ability was not accommodated and could be discouraged. On the other hand, the tasks were too demanding for the students with lower level of ability. In other words, some students needed more challenging activities while others were still left behind. Unfortunately, those who were left behind were reluctant to express their difficulties during the learning process, so it was difficult for the teacher to know how far their understanding on the learning materials was.

The fourth problem was the teaching technique used by the teacher which was likely teacher-centred. It did not provide sufficient opportunity for the students to experience learning. They tended to be passive teaching-learning participants. Those who were active were only the high-ability students. It meant that the learning activities were still dominated by the high-ability students. In this case, the learning equity was not well-established. The process of writing that led to the language production also tended to be neglected since the teacher only emphasized on the final product of writing. Feedback was only given for the students' final writing product.

C. Limitation of the Problem

It is impossible for the researcher to deal with all of the problems that have been mentioned because of the time limitation to finish this research. Therefore, the researcher limits the problem to be investigated by focusing on the problem of teaching writing dealing with the learning tasks implemented in the class. By choosing this problem, the researcher wants to know how tiered tasks should be used to improve the writing learning process of grade XI students of SMK Negeri 1 Tempel.

D. Formulation of the Problem

Based on the background, identification, and limitation of the problem, the problem can be formulated into the following question:

How should tiered tasks be used to improve the writing learning process of grade XI students of SMK Negeri 1 Tempel?

E. Research Objectives

Related to the formulation of the problem, the aim of this study is to find out how tiered tasks should be used to improve the writing learning process of grade XI students of SMK Negeri 1 Tempel.

F. Research Significance

The significance of the study is as follows:

1. Scientific Significance

This study finds out how to improve the writing learning process by implementing tiered tasks.

2. Practice Significance

The results of this study are useful for:

a. The Students

This study provides the students with a useful experience about improving the writing learning process by implementing tiered tasks. They received appropriate learning tasks that can facilitate their writing learning process in a mixed-ability class. Thus, their learning motivation and self-esteem will improve.

b. The Teachers

This study provides some informative inputs to the teachers about the appropriate learning tasks that can facilitate the writing learning process of the students in a mixed-ability class. It provides some specific procedures of how to improve the students' writing learning process by implementing tiered tasks. Thus, this study can be used as a reference or a direction to implement tiered tasks in the teaching-learning process.

c. The Next Researchers

The results of this study can be an inspiration and a reference to conduct the similar study in the same field. It provides informative inputs dealing with the teaching of writing in Vocational High School.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Language Skills

According to the Standard of Contents (2006: 111), the main goal of EFL teaching is the development of four basic language skills, i.e. listening, speaking, reading, and writing. Based on the mode of communication, the English skills can be divided into two parts, oral and written skills. Oral skills include listening and speaking, and written skills consist of reading and writing. According to the direction of communication, the English skills have two different purposes, i.e. receiving and producing the messages.

a. Receptive Skills

Receptive skills are the ways in which the people take out something from communication in speech or writing (Harmer 2001:199). The receptive skills of the language include listening and reading which require the process of understanding the language to get meaning from what has been seen and heard (Harmer 2007: 265). In other words, listening and reading provide some ways for the students to engage in both oral and written language. Mastering those two skills enable the students to identify certain information gathered from the communication process and then give appropriate response to such information.

b. Productive Skills

Productive skills involve the process of language production both in oral and in written communication (Harmer 2001: 246). The productive skills of language consist of speaking and writing. These skills emphasize on the use of language in a communication process as a way to respond to certain context or situation. The language production means that the students need to use the language to reach the communicative goals, so that the communication process can be well established (Harmer 2001: 249).

2. Writing

a. Definition of Writing

Writing is a language skill which involves the activity of producing the language. That is why writing skill tends to be considered more active than the receptive skills (Harmer 2007: 265). During the process of producing the language, language activation occurs in which the all and/or any language knowledge already mastered are used (Harmer 2007: 67). According to Linse (2005: 98), writing combines process and product. It is meant as a process of generating ideas and gathering information which are then processed into a comprehensible written product for the audience, i.e. the readers. In other words, a writing activity is aimed at using written language to deliver some messages during the communication process.

It is also necessary to identify the characteristics of written language in order to have a clear map in mind about what kind of language should be explored during the writing process. According to Harmer (2004: 6-11) the characteristics of written language are as follows:

- 1) The written language is permanent and its use exceeds time and space.
- 2) The audience, i.e. the readers, are likely to be more general than those in spoken communication. They may also be represented as a type rather than as an individual.
- 3) There is a writing process which includes repetitive and multiple drafting. This gives the writer a chance to plan and modify his/her writing before being presented as a final product.
- 4) The writing products involve the use of the typical paragraph construction which consists of a topic sentence, exemplification, perhaps exception or further exemplification, and a resolution or conclusion. It meant that the writings follow a defined discourse organization.
- 5) The sentences produced in written language are more complex than those in spoken language. Most writings are made up of fully developed sentences, or complete sentences, rather than smaller chunks of language such as words and phrases.
- 6) Different from spoken language in which some paralinguistic features, i.e. gestures, stress, intonation and variation of tone or speed, are used to support the speakers' communication, written language uses punctuation, capital

letters, underlining, and changing the order of clauses to show sentences and groups of words that are meaningful.

- 7) The language is usually well-organized. It consists of the use of correct spelling, accurate grammatical forms, and punctuation and layout that obey certain conventions. There is also no tolerance of error and reformulations since the writing usually develop as a finish product. Thus, it should be absolutely clear and unambiguous.

b. Micro Skills of Writing

Writing involves some micro skills on its process. Brown (2001: 343) lists the micro skills of writing as follows:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g. tense, agreement, and pluralisation), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.
- 7) Use the rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 9) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguish between literal and implied meanings when writing.
- 11) Correctly convey culturally specific references in the context of the written text.
- 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

c. Writing Process

According to Seow (in Richards and Renandya 2002: 316), the writing process includes four basic stages, i.e. planning, drafting (writing), revising (redrafting), and editing. The stage of responding (sharing), evaluating, and post-writing are also usually induced to the process. Those all writing stages can be described as follows.

1) Planning (Pre-writing)

This stage is done at the very beginning of the writing process. It is aimed at encouraging the students' thoughts to start writing. The students are stimulated to generate ideas and gather information that will be useful for their writing. Some activities that are incorporated into the pre-writing stage are group brainstorming, clustering, rapid free writing, and answering WH-questions.

2) Drafting

Drafting is emphasized on the fluency of writing, and does not pay too much attention to the grammatical accuracy or the neatness of the draft organization. One important aspect of this stage is the students' ability to depict or imagine the targeted audience. The other important thing in this stage is keeping the central idea in the students' mind that they are writing for a particular audience. It is aimed at giving direction to their writing.

3) Responding

Responses (feedback) need to be given at the early step of writing, i.e. after the stage of drafting. Feedback is useful as the basis for the students to make further revision. Responding on the students' first draft will be much worthwhile

instead of responding, evaluating, and editing to the finished writing. Peer-responding can be conducted by letting the students to work in pairs or small groups to respond to each other writing.

4) Revising

Revising is not only aimed at checking the students' errors. It is rather improving the global content and the organization of ideas so that what they want to communicate is understandable by the audience (reader). During this stage, the students can revise their writings based on the feedback received in the responding stage in order to see the effectiveness of their way to communicate their messages to the reader.

5) Editing

Editing is the process of giving the final 'touch' to the texts. Here, the students have to make the texts tidy and prepare the final draft to be evaluated by the teacher. They edit their own, or peers', works in terms of grammar, spelling, punctuation, diction, sentence structure, and accuracy for supportive materials in the forms of quotations, examples, facts, etc.

6) Evaluating

This stage involves the evaluation of overall writing processes. It involves the interpretation of the task, sense to the texts felt by the audience, how relevant the ideas are the organization as well as the development of the ideas, format or layout, grammar and sentence structure, spelling, punctuation, range and appropriateness of vocabularies used, and the clarity as well as readability of the texts. The students' writing can be analytically scored by focusing on specific

aspects of writing ability), or holistically scored which is based on the general interpretation of the aspect of effectiveness of the writing.

7) Post-writing

It is related to the activities done by the teacher and the students dealing with the whole final writings. The writings can be published, shared, read aloud, transformed for the purpose of stage performance, or displayed on the notice-boards. These activities are aimed at appreciating the students' works as something important and valuable. The students will also be more motivated to write and prevent the students from not writing.

d. Effective Writing Learning Process

Generally, the students can learn the language skills effectively under certain condition in order to establish a positive learning atmosphere. According to Brandt (in Tomlinson 2001: 18), the characteristics of effective learning process of language skills, including writing, are:

- 1) What they learn is personally meaningful
- 2) What they learn is challenging, and they accept the challenge
- 3) What they learn is appropriate to their developmental level
- 4) They can learn in their own way, have choice, and feel in control
- 5) They use what they know to construct new knowledge
- 6) They have opportunities for social interactions
- 7) They get helpful feedback
- 8) They acquire and use strategies
- 9) They experience a positive emotional climate
- 10) The environment supports the intended learning

Rogers in Harmer (2001: 74) states that during the learning process, the students need to experience learning, so they are not just being taught. Regarding to this, the students need to possess a positive feeling about learning. It can be achieved if the affective filter is lowered. In addition, Harmer states that a positive

or unthreatening learning environment can promote the students' cognitive development (Harmer 2001: 75). Dealing with the writing learning process, the students should be motivated to be active learning participants in every writing activity. It can be done by choosing the appropriately challenging activities for the students (Harmer 2004: 61).

Brown (2007: 157) states that "getting the level of challenge right is a major factor in effective classroom." It is aimed at making the students experience learning success. The appropriately challenging tasks exposed to the students can be a way to promote success. In addition, Brown (2007: 154-155) also states that learning success is an important factor that can maintain the students' motivation. If the students are successful to achieve the desired learning goals, they will be engaged with the learning process. It means that the students can experience learning.

e. Effective Ways to Improve the Writing Learning Process

According to the Standard of Contents, the English teaching and learning in Vocational High School is aimed at equipping the students with the knowledge and basic skill of English that facilitates them in achieving the skill competence required. This skill competence will be useful in seeking good jobs that are relevant to their field of study. This is in line with Yu's opinion about the primary goal of a writing learning process, i.e. integrating the knowledge and the skills of writing with human development in all life aspects. It means that the knowledge is considered as a main character of human existence and development (Yu in Shum and Zhang 2005: 160).

In a more specific context, i.e. language learning in the classroom, writing has an essential role for the students since it can encourage the students' accuracy while using the language. It means that writing will lead the students to better language development (Harmer 2004: 31). That is why the writing learning process requires some effective teaching techniques which are expected to facilitate, or even improve, the students' writing learning process in the classroom.

The teacher needs to apply appropriate teaching methods that meet the students' needs and characteristics of learning writing. Below are some effective ways to improve the writing-learning process:

1) Using Movies as Teaching Media

In learning writing, the students need a kind of stimulus which can motivate them to express their opinion freer. According to Kumalasari (2007), using movies as teaching media can cope with such a condition. Since this method provides the students with more enjoyable teaching-learning atmosphere, they are motivated to produce better writing. The students can explore their creative ideas while writing. In short, the use of movies as teaching media can improve the quality of teaching as well as students' writing ability.

2) Using Computer as Learning Media

Using computer in learning writing offers some advantages. It helps the students with poor handwriting to produce a readable writing. A word-processing package provided in the computer is useful for the students to edit their writing. There is also spelling checkers that can lead the students to write with correct

spelling. At last, while working in groups, the computer screen is really helpful since it is more visible to all group members than a piece of paper (Harmer 2004: 261). Harmer also states that the use of computer provides an opportunity for the students to write e-mails in English to their friends. This activity will motivate them to train their writing ability through a different and interesting way.

3) Implementing Communicative Language Teaching Approach

Cabral (2004) suggests some writing activities which are designed based on the principles of Communicative Language Teaching (CLT) approach. Those principles are as follows:

- a) It offers time for negotiation between the teacher and the students, and among the students themselves.
- b) It involves the implementation of real communicative language activities that require the students' meaningful interactions.
- c) It allows the students to think about their preferred topics and share their ideas on these same topics.

In this case, the students are exposed to the writing activities that reflect the use of real communicative language. It means that they are required to experience learning to write by being given opportunity to explore their preferred topics and exposed to some real-world activities. So, it is clear that the implementation of CLT approach can improve the quality of writing learning process.

4) Improving the Students' Confidence

Some, or even many, students are not confident with their writing ability. They do not know what should be written, how to write it, and then feel depressed when asking to write. That is why it becomes necessary to gain the students' confidence in order to make them personally involved with the writing activities (Cimcoz 1999). According to Cimcoz, it is important to make the students aware of their own ability, or specifically their current level of writing ability. In this case, the teacher will be required to be an external motivator by giving appropriate feedback for them. The tasks should also be useful in helping the students to achieve the learning goal step by step. That is why the tasks implemented should be appropriate with the students' ability (Cimcoz 1999).

5) Setting Writing as a Cooperative Activity

Harmer (2004: 260) states that setting writing as a cooperative activity can improve the quality of writing learning process. In such an activity, the process of reviewing and evaluating a particular product of writing runs more effectively than if it is done individually. Moreover, the ideas generated in groups will be more extensive and detailed, since those come out from some students with varied knowledge and experience. Cooperative activity also enables greater discussions on the topic of writing among the group members. It can create relaxed learning atmosphere in the classroom, so the students are motivated to write better.

6) Implementing Tiered Assignment

Dealing with the students' personal factor, i.e. writing ability, which can affect the effectiveness of the writing learning process, Wallace, Stariba, and

Walbarg (2004: 16) states that “...the teachers may not only conduct skilful lessons but also stimulate all students to become better writers, and identify talented writers for special encouragement and lessons”. From that statement, it can be said that the students with different writing ability should be treated differently.

The students need to be motivated to improve their writing quality. It means that the teacher should not only focus on the skill required from the learning process but also reassurance to improve the students’ writing. Some gifted students also need encouragement in order not to be bored and discouraged during the writing learning process. In line with this opinion, Pham (2007) states that each student has to be appropriately challenged by the tasks given according to their level of ability. The rightly-chosen tasks will make the students easily engage to the lesson and experience learning.

For those reasons, Pham (2007) suggests the teacher to create tasks with different levels of difficulty for different groups of students with different proficiency levels. The students can be exposed to the same basic tasks but those tasks are presented in different levels according to their level of ability. In addition, Siaw-Fong (2005) has the same opinion as Pham. He suggests a task differentiation method called gradation of tasks. It refers to the use of tasks graded from easy, average to difficult depending on the students’ proficiency levels. Tomlinson (2001) has the term tiered assignments or tiered tasks to deal with such gradation of tasks. The teacher implements varied levels of activities to guarantee that all of the students can explore the ideas at their own level of learning ability.

3. Improving the Writing Learning Process in a Mixed-Ability Class

a. A Mixed-Ability Class

Some effective ways to improve the writing learning process explained in the previous section need to be narrowed in order to cope with the existing problems in SMK N 1 Tempel in which the students learnt in a mixed-ability class. A mixed-ability class, or a mixed-level class, means that the students with different level of proficiency are placed in one class (Pham: 2007). Such mixed-level class usually requires greater energy of the teacher in managing the students' behaviour as well as preparing the appropriate materials for them. A mixed-ability class shows us some advantages, i.e. the students can utilize their skill to help each other and it can motivate them to be responsible for their own learning.

However, there are also some disadvantages by having the teaching-learning process in such condition. Tomlinson (1999: 21-22) states some negative sides of a mixed-ability class. On one hand, the struggling students cannot gain profit from being a part of a heterogeneous class unless the teacher is able to match their level of readiness and help them to possess learning equity in the class. On the other hand, more advanced students are not provided with appropriate learning provision as up to standards students in the class. In most heterogeneous classes, the advanced students only have to deal with a grater amount of class work that they already know how to carry out. Moreover, they are often positioned as peer coaches who have to ensure the struggling students' success. They also have to wait patiently while struggling students are continuing to work with a particular skill they already mastered.

Those conditions require the appropriate teaching technique which can facilitates all students with different learning needs. It is also in line with the condition in a writing learning process conducted in a mixed-ability class. In such a class, the students also have different needs of writing which require an appropriate treatment for all students. It is in accordance to the opinion stated by Wallace, Stariba, and Walbarg (2004: 16) which implies that the students with different learning ability should be treated differently.

b. Teaching Writing in a Mixed-Ability Class

As explained in the previous section, the learning atmosphere in a mixed-ability class can be negative. The students have different intelligence, interests, and learning profile. There must be excellent and struggling students. What they like to explore is different and the preferred way they choose to learn is also different. If those differences are not treated appropriately, the students' learning will not be effective. That is why the presence of differentiated instruction is useful to provide the appropriate challenging learning experience to each of the students' level (Tomlinson 2001:5). In this case, the implementation of tiered tasks becomes the focused strategy to deal with the problems of teaching writing in a mixed-ability class.

The appropriate learning tasks should be selected based on the students' needs by paying attention to their learning objectives, needs, and potentials that may be different one another (Nation 2009: 94). Coping with such condition, the teacher can differentiate the tasks implemented in the writing learning process. The process of sense-making and how the students demonstrate the ideas are

tiered based on their level of ability. Doing this, both low-ability and high-ability students will be appropriately challenged. The teacher can also take benefit from the mixed-ability class by learning to provide more various teaching activities and improve the quality of their teaching skills (Pham: 2007).

Tomlinson (2001: 101) lists some advantages of using tiered task as follows:

- 1) Blends assessment and instruction,
- 2) Allows students to begin learning where they are,
- 3) Allows students to work with appropriately challenging tasks,
- 4) Allows for reinforcement or extension of concepts and principles based on student readiness,
- 5) Allows modification of working conditions based on learning style,
- 6) Avoids work that is anxiety-producing (too hard) or boredom-producing (too easy), and
- 7) Promotes success and is therefore motivating.

4. Tiered Task

a. Definition of Differentiated Instruction

The use of differentiated instruction is strongly related to Vygotsky's opinion about Zone of Proximal Development (ZPD), i.e. "the difference between intellectual level of a child can reach on his/her own and the level he/she can potentially reach if aided by an expert peer or adult" (Vygotsky as cited by Orlich 2007: 31-32). Considering this, the students will learn effectively and progress to ZPD if they are first guided by the teacher. In this case, the teacher's role becomes a very important aspect that can facilitate the students' learning. Thus, the teacher should give appropriate teaching instructions to the students. In order to meet the different students' needs in a mixed-ability classroom, the instructions should be differentiated then.

After understanding the central proposition of differentiated instructions, i.e. the Vygotsky's notion about ZPD, it is important to define the term differentiated instruction, the root of tiered task. Actually, differentiated instruction is not a kind of single learning strategy. It is an approach that involves various learning strategies, and tiered task is one kind of those strategies. It means that tiered task is a part of the approach of differentiated instruction. Below is Tomlinson's opinion (2001: 1) about differentiated instruction:

Differentiating instruction is shaking up what goes on in the classroom so that students have multiple options for taking information, making sense of ideas, and expressing what they learn.

In addition, Tomlinson states that in a differentiated classroom, the way the students acquire the content, make sense as well as interpret the ideas, and develop the learning products is provided through different avenues (2001: 1). It can be said that the differentiated instruction is an approach that provides various ways to the students in terms of accessing the input of learning, accomplishing the learning tasks, and developing the learning outcomes. Although the task procedures are different, the basic concept that should be drawn by the students is the same. The students are just provided with various options of how they will experience their learning in order to achieve the final goal of learning.

b. Definition of Tiered Task

After having the clear definition of differentiated instruction, it can be directly moved to a more specific term, i.e. tiered task. As what has been stated before, tiered task is a learning strategy that is incorporated into the approach of differentiated instruction. Tomlinson (1999: 83) defines tiered tasks as the tasks

which focus on the same essential understanding and basic skills but are differentiated in terms of the level of complexity, abstractness, and open-endedness. This kind of tasks provides the different routes to access and understand the materials by varying the degrees of difficulty. Such a way is aimed at enabling the students to be equipped with the key skills and understandings and at the same way they are appropriately challenged.

Tomlinson (2001: 80-81) also states that tiered tasks can help the students do the process of sense-making and demonstrating ideas effectively. Thus, their responses while doing the learning tasks will match their learning needs and specified learning goals. According to Harmer (2007: 131), the main goal of the implementation of differentiation, i.e. tiered tasks, is the development of learner autonomy. If the students can be responsible for their own learning after being appropriately challenged by the tiered tasks, they are categorized as autonomous learners. It also means that the differentiation has been successfully achieved.

Tomlinson (2001) also states that tiered tasks are implemented to facilitate the students' learning in a heterogeneous class in which the students have mixed-ability and various interests as well as learning profile. In this case, the students are provided with the learning activities designed at various levels to make sure that the students will utilize their prior or existing knowledge and be encouraged to develop their knowledge. It means that the students can explore and take an appropriate action on a concept based on their ability.

It can be concluded that tiered task is a kind of learning strategy which is incorporated into the approach of differentiated instruction. Tiered tasks enable the students to get the same important understanding on a particular concept by offering tasks or activities that are designed at different levels. The differences are reflected on the degree of complexity, abstractness, and task demand as well as task support. In differentiating the tasks, the teacher can base upon the students' readiness, interests, and learning profile, but tiered task is mainly focused on the differentiation of the level of students' readiness.

c. Elements of Differentiation

Tiered task is useful to cope with a mixed-ability classroom. It facilitates the students with different learning needs to move through different routes of learning to meet the same essential ideas or understanding (Tomlinson 1999: 83). In order to offer such those different routes of learning, the teacher can modify curricular elements as a response to the students' needs (Tomlinson 1999: 11). Those curricular elements are:

- 1) Content: input, what the students learn and the learning materials used.
- 2) Process: the ways students make their own sense of the content or input, i.e. learning activities designed to understand the key ideas or information
- 3) Product: the way students demonstrate and develop what they have learnt.

The teacher can modify one or more curricular elements by referring to the students' characteristics which tend to be different (Tomlinson 1999: 11). The teacher may choose one of the students' characteristics or the combination of them as the basis for differentiating the tasks. Those characteristics are:

1) Readiness

Readiness deals with the level of the existing entry point possessed by the students in terms of a particular skill or understanding. Identifying the students' readiness is useful to provide an appropriate access to learning.

2) Interest

Interest refers to the topics which the students are interested in and are willing to explore. Interest demands the teacher to adjust the essential key skill and learning materials required by the curriculum with the topics which awaken the students' anxiety. The choice of topics that are relevant to their interests will also increase their learning motivation.

3) Learning profile

Learning profile deals with how the students learn. The learning profile involves learning style (i.e., a visual, auditory, tactile, or kinaesthetic learner), grouping preferences (i.e., individual, small group, or large group), and environmental preferences (i.e., lots of space or a quiet area to work).

d. How to Develop Tiered Tasks

The implementation of tiered task in a mixed-ability class will help the students to grab the essential skills and understanding by being appropriately challenged (Tomlinson 1999: 83). However, most teachers still treat the students inappropriately. The teachers simply give the common tasks to most students in the class and the different tasks to the advanced or struggling students. It can make the advanced students feel superior and the struggling students feel left out. Enrichment will be seen as something excellent for the normal students, but it is just considered as an extra work for the advanced students (Tomlinson 2001: 14). In order to cope with such a condition, it is important to consider the following guidelines suggested by Tomlinson (1999: 83-84) to develop a tiered activity:

- 1) Select the focus of the activity for all students that includes concept, generalization, and skill. Those elements need to be known by the teacher in order to help the students build a framework to understand a particular topic.
- 2) Think about the students who are going to be exposed to the activity. Use a kind of assessment related to the forthcoming lesson to investigate their readiness range for the upcoming topic that will be learnt. It is also important to consider their talents, interests, and learning profiles.
- 3) Create one activity that is interesting, require high-level thinking, and clearly focus on elements that facilitate the students to use key skills to understand key ideas.

- 4) Map the complexity of the activity on a ladder. It is ranked from complex, abstract and requires high level skill to simple, concrete and requires basic level skill. Consider the students' characteristics to place the activity that has been developed on the ladder. It will show the teacher who needs another version of the activity.
- 5) Modify the activity along the ladder as needed to ensure challenge and success for the students. It can be varied in terms of materials (from basic to advance), form of expressions (from familiar to unfamiliar), and applications (from those that relate to the students' personal experience to those that are far removed).
- 6) Consider the students' needs and task requirements to match them with an appropriate version of the task. Doing this, the level of task difficulty and its pacing will appropriately matched to the students' readiness. So, the students will learn the same concept or skill, but at a level of appropriate to the student's instructional needs.

5. Teaching Writing by Implementing Tiered Tasks

The first thing needs to do by the teacher in teaching writing is making sure that the students are personally involved in the writing activities so that they can effectively experience learning. Chamot (1999: 99-100) states that the appropriate tasks that are moderately challenging for the students will be an effective way to encourage the students to use a particular learning strategy. The students are motivated to explore and utilize their learning ability maximally. Thus, the students can experience learning and learning needs of the high-ability

students will be fulfilled. Besides, there will be no students who are left behind. In this case, the teacher can take the benefits of mixed-condition in the classroom and he/she is not being frustrated with that because the whole students in the class are seen through the different perspectives. Thus, all of them can receive effective treatment during the teaching-learning process.

The implementation of tiered tasks demands the teacher's creativity and the exploration of the skill of teaching art. It means that teaching is not merely a mechanical exercise (Tomlinson 1999: 7-8). According to Tomlinson (1999: 11), in differentiating teaching-learning instructions, the teacher can adapt one or more of the curricular elements of the tasks (content, process, and product). However, tiered tasks can be implemented by focusing on the aspect of differentiating process (Tomlinson 2001: 80).

Tomlinson (1999: 11) also states that the teaching-learning instructions can be differentiated based on one or more of the students' characteristics (readiness, interest, and learning profile). Differentiating process in tiered tasks can be based mainly on the students' readiness. In dealing with the students' readiness, the teacher needs to develop the learning tasks that meet the students' needs. It means that the tasks are distinguished in terms of the levels of difficulty (Tomlinson and Allan 2000: 10-11).

The effectiveness of the implementation of tiered assignments is also influenced by the valuable teacher's role during the teaching-learning process. The roles of the teacher in a differentiated classroom as stated by Tomlinson (2001: 16) are as follows:

- a. Assess students' readiness through a variety of means
- b. Read and interpret students' clues about interests and learning preferences
- c. Create a variety of ways students can gather information and ideas
- d. Develop varied ways students can explore and "own" idea
- e. Present varied channels through which students can express and expand understandings

6. Task

a. Definition of Task

Generally, a task is defined as an activity design for bridging the process of achieving a particular learning goal (Richards and Schmidt 2002). Richards *et al* (in Nunan 2004: 2) defines a task as an activity which is accomplished to respond to the process of understanding language. For example, filling the blanks while listening to a dialogue and listening to an instruction and performing it. Willis (as cited by Nunan 2004: 3) also states that a task is an action in which the target language is used to achieve a particular communicative purpose in order to produce an outcome.

According to Nunan (2004: 4), a task is a kind of classroom work which enables the students to do the act of comprehending, manipulating, producing, or interacting in the target language. In accomplishing the task, the students are required to utilize their grammatical knowledge to express meaning. However, it

is not only a matter of manipulating forms since it is emphasized on the process of conveying meaning. In short, a task is a piece of work done by the students to accomplish a communicative purpose of using the target language in which meaning is primary.

b. Components of Task

According to Nunan (2004: 41), a task consists of some components, i.e. goals, input, procedures, teacher role, learner role, and settings. The simple model of a task is presented below.

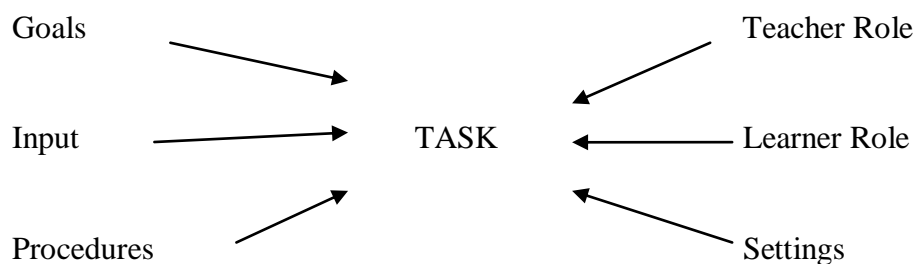


Figure 1: Task components

1) Goals

Goals are the intention embedded in any kind of learning task given to the students. It can be said that goals are what are required to achieve by both of the teacher and the students by accomplishing the task in relation to the objectives of the teaching-learning process. However, the goals mainly relate to the students' outcomes which can be communicative, affective, or cognitive. The goals also show the relation between the task and the expectation of the curriculum.

2) Input

Input can be defined as any spoken and written language, or even visual data, which the students receive so that they can learn from it. During the path of completing the task, the students work with the input. Input can be provided by the teacher, found in the textbooks or some other resources such as articles, newspaper, television, radio, research reports, recipes, etc. Input greatly deals with the term authenticity which is meant as the use of spoken and written materials produced for accomplishing the communicative purposes not for language teaching purposes. However, in the case of language learning, such materials need to be modified in order to cope with the students need and ability.

3) Procedures

Procedures refer to the operation done by the students to complete the task. In other words, procedures reflect what the students do with the input provided that creates a start for the learning task. The task procedures can be analyzed in terms of authenticity of the task, focus or goals of the task, the students' focus on developing accuracy and fluency, and locus of control.

4) Teacher and Learner Roles

Role refers to a part required to be carried out by the students and the teachers in accomplishing the learning tasks. Role also covers the domain of social and interpersonal relationship among the learning participants. The implementation of a certain task entails the appropriate contribution of the students to the learning process (Richards and Rodgers 1986 as cited by Nunan 2004: 64). Here, the role of the learners is shown, i.e. their involvement in the

teaching-learning process, especially in accomplishing the task. Dealing with the teacher role, Breen and Candlin (in Nunan 2004: 67) point out three main roles of the teacher in carrying out a communicative process, i.e. as a facilitator, a participant, and an observer and a learner. The teacher should be able to match their roles with the students' learning demand.

5) Settings

Setting is the classroom arrangement required while carrying out the task. It also involves a consideration whether the task should be conducted wholly or partly outside the classroom. Dealing with task setting, it is important to differentiate between mode and environment in order to successfully implement the learning task. Mode refers to whether the students are working in groups or individually in completing the task, while environment is the actual place where the learning process is carried out.

B. Relevant Research

Some studies have been conducted to investigate the use of differentiated instructions to teach writing. The study done by Beecher and Sweeny (2008) focused on the use of differentiation as well as curriculum enrichment to eliminate the achievement gap. This study was conducted in an elementary school in which there was an achievement gap between Caucasian students and low income students of colour. In order to deal with such that achievement gap, the school used enriched curriculum and differentiation with all students. Doing these

actions, the students' achievement gap in writing could be diminished. Furthermore, students' attitudes toward the school also improved.

Geisler, Hessler, Gardner, and Lovelace (2009) also conducted a study on the use of differentiated writing instructions for high-achieving urban African American elementary students. They investigated five first graders with weak writing profiles who had differentiated writing instruction in their regular classroom. In differentiating the writing instruction, two main strategies are used, i.e. self-counting and synonym lists. These strategies improved the writing learning process effectively and specifically, the students' writing performance also improved. The improvement of students' writing performance could be seen from the improvement of both writing output and use of words range.

In a more specific context, Pease (2006) also had a study on the use of tiered task, which is one of the differentiated instruction strategies, in a writing learning process of eighth grade English. Pease focused her research on the implementation of tiered task in giving the input texts before the students had a writing performance. Giving the input texts which were suitable with the students' ability level would provide the appropriate model of writing for them. They would know in what level of writing they should work, so they could produce more qualified writings which were suitable with their level of ability. It means that the implementation of tiered task in this context could provide the appropriate model for the students at the beginning of the writing process.

C. Conceptual Framework

Based on the discussions which are presented previously, it can be said that there were still some gaps between the curriculum demand of teaching English in vocational high school and the reality found on the field. According to the curriculum, the teaching of English should equip the students' needs to communicate both in oral and in written form. Unfortunately, the writing learning process tends to be neglected and even never been taught in vocational high school. It is also stated in the curriculum that the students' individual learning differences should also be taken into account while conducting a teaching-learning process. However, the teaching techniques as well as the learning tasks are not appropriate to facilitate the students' learning in a mixed-ability class.

The problems stated above were also found in SMK Negeri 1 Tempel. The writing skill was not well-taught there. Besides, the students were exposed to the same kinds of task with the same degree of difficulty without considering the differences of the students' characteristics. The students failed to achieve the required skills and concepts since they were not appropriately challenged by the given tasks. A particular task might be very difficult for some students, but it was just a kind of tread milling rather than learning for some other students. It means that the tasks failed to facilitate the students' learning in the mixed-ability class. Regarding to these problems, Tomlinson suggested the use of tiered tasks during the teaching-learning process.

According to Tomlinson (2001), tiered tasks can facilitate the students' learning in a heterogeneous class in which the students have mixed-ability and

various interests as well as learning profile. In this case, the students are provided with the learning activities designed at various levels to make sure that the students will utilize their prior or existing knowledge and be encouraged to develop their knowledge. It means that the students can explore and take an appropriate action on a concept based on their ability.

Considering the theory, action research is done in order to describe some steps of implementing tiered tasks to improve the writing learning process of students of grade XI at SMK N 1 Tempel. At the beginning of the research, some problems are investigated through the process of reconnaissance. After considering the focused problems, the researcher, by working collaboratively with the English teacher, plan some actions to overcome them. The actions include tiering the task supports and employing varied task settings. The action of tiering task supports is aimed at improving the students' learning motivation and achievement by providing appropriate path through which the students can access in order to accomplish the tasks well. The varied task settings are employed to deal with the students' involvement during the teaching-learning process.

The actions, then, are implemented as a way to solve the existing problems on the field. The implementation of such actions is evaluated to know their effects on the students' writing learning process. The evaluation is aimed at helping the researcher in deciding what to do in the next. If some weaknesses appear, the researcher will modify the actions to be implemented as the continuation of the previous action. It is the starting point of the second cycle of the research.

The conceptual framework of this research elaborated previously is summarized in the following chart.

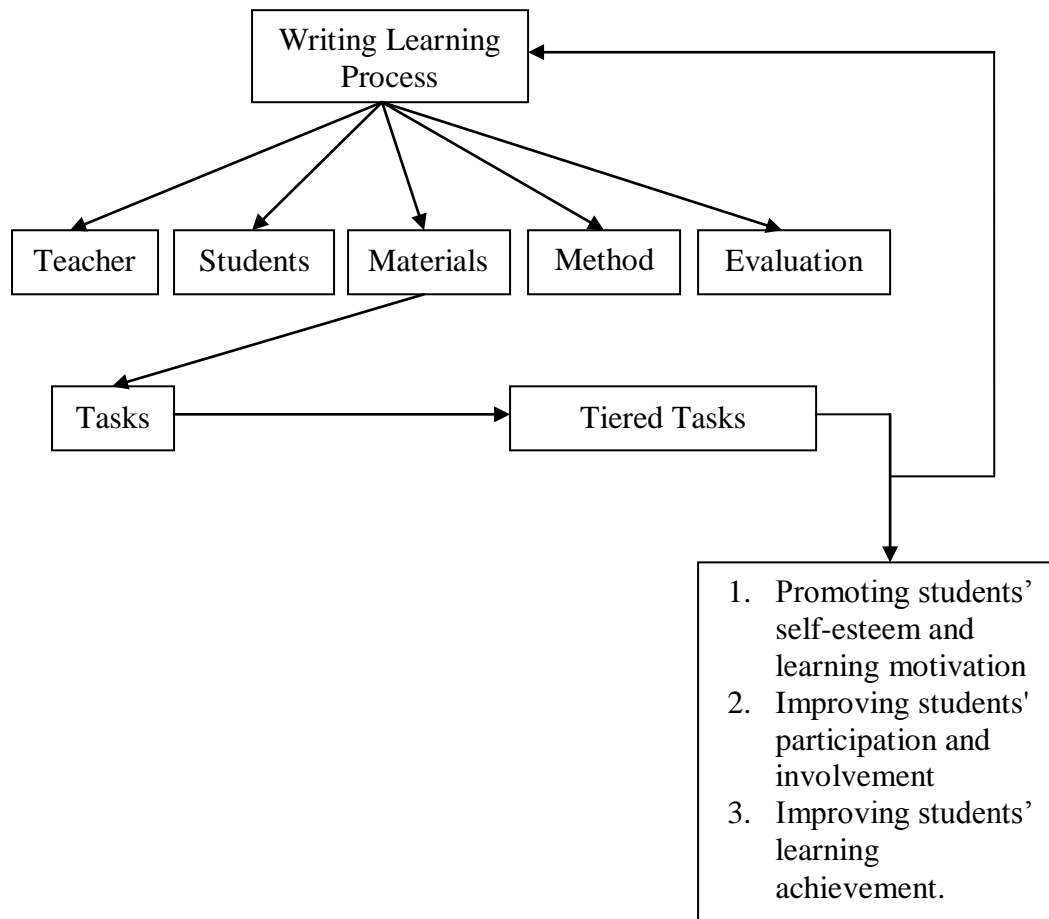


Figure 2: Analytical construct

CHAPTER III RESEARCH METHOD

A. Design of the Research

This study was action research. Ebbutt (as cited by Syamsuddin and Damaianti 2006: 191) states that action research is a study conducted systematically by a group of participants as a way to improve the quality of education by using some particular actions and reflection on the implementation of those actions. Action research can also be defined as a kind of research which is closely related to the process of solving the existing problems in the field through some practical actions (Richards and Schmidt 2002).

This research emphasized on the improvement of teaching-learning quality. Specifically, it improved the students' writing learning process in a mixed-ability class. It was conducted collaboratively and involves some cycles in its implementation. The researcher worked collaboratively with the English teacher to identify some urgent and practical problems found in the class, take some actions to repair the problems, and evaluate the effectiveness of the actions. The actions were focused on the implementation of tiered tasks to teach writing in a mixed-ability class. When the results of the actions have not been satisfied, the quality of the action to be implemented in the next action should be refined.

B. Setting of the Research

1. Place of the Research

The research was conducted in SMK Negeri 1 Tempel which was located at Jalan Magelang KM 17 Tempel, Sleman, Yogyakarta. There were 21 classes

from grade X to XII in that school. These classes consisted of 9 classes of accounting skill program, 6 classes of secretary skill program, and 6 classes of marketing skill program. Each class consisted of 36 students. Since the number of the classrooms was less than the classes, the school applied a moving class system in which each class should move to different rooms during particular lessons. This system could run well because of the good managerial system at that school.

The school had 20 available classrooms, 1 library, 1 language laboratory, 3 computer laboratories and 1 typewriter laboratory which were used to conduct the teaching-learning process. Besides, various teaching media were provided there in order to support the teaching-learning process. Those teaching media were white board, black board, overhead projector (OHP), tape recorder, television, data projector, laptop and VCD player. During the usual lessons, they were placed in a quite comfortable room. The room was equipped with 2 black boards, 1 teacher's table, 1 teacher's chair, 18 tables, and 36 desks. The room also had a good ventilation and lighting system. The students sat in pairs and all of them faced towards the board.

2. Time of the Research

The research was carried out in the first and the second semester of academic year 2010/2011, from September 24th, 2010 to January 25th, 2011. Reconnaissance, which was done by observing the teaching-learning process at grade XI, administering questionnaire to the students and interviewing the English teacher, was conducted from September 27th, 2010 to October 12th, 2010. It was continued by discussing the existing problems on the field to determine the

focused problems to be solved and planning the actions to solve those problems. This research involved two cycles in its process. Each cycle consisted of four meetings. In the first cycle, the teaching-learning process was held every Tuesday and Friday, while in the second cycle, it was carried out every Wednesday and Friday.

C. Participants of the Research

The participants of this research were the researcher herself, the English teacher, and the students of grade XI of SMK Negeri 1 Tempel. Actually, the students of grade XI were divided into seven classes. However, the research only involved one class of accounting skill program, i.e. XI Accounting 2. That class consisted of 36 students with a mixed level of writing ability.

During the implementation of the actions, the researcher was as the teacher who taught the writing skill according to the learning materials and the lesson plans had been developed. The English teacher was as an observer who helped the researcher observe the flow of the teaching-learning process during the implementation stage and identify the effectiveness as well as the ineffectiveness of the actions. Besides, she also helped the researcher to give feedback to the students' during the teaching-learning process, especially when they worked in groups.

D. Research Procedure

Kemmis' and Mc Taggart's model of action research was used in this study. A cycle in action research involves the process of planning, implementation, observation, and reflection (Kemmis and Mc Taggart in

Syamsuddin and Damaianti 2006: 203). These steps were involved in a cyclical structure. It is outlined as follows:

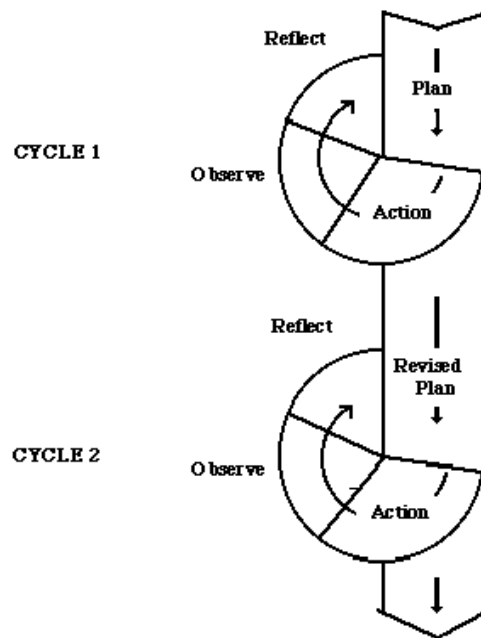


Figure 3: Steps of action research

Before conducting a cycle of action research, the focus of the study was selected by doing a reconnaissance. In this step, the problems were collected from the field by observing the teaching-learning process, administering questionnaire to the students and interviewing the teacher. After the problems had been identified, the most crucial and practical teaching-learning problems in the field were investigated through some discussions between the researcher and the teacher. This process led the researcher to select the focus of the research, i.e. some problems related to the writing learning process. Specifically, this research focused on the learning tasks implemented in the writing learning process which were mostly unvaried and failed to meet different learning needs of the students.

The research procedure included the following steps:

1. Planning

In this stage, some actions were planned in order to solve the focused problem identified dealing with the writing learning process. After considering the problems, some actions were determined by focusing on the implementation of the writing tasks in a mixed-ability class. The actions included tiering the task supports and varying the task settings. Some lesson plans and learning materials were then developed collaboratively by the researcher and the teacher. The implementation of tiered tasks was chosen as an action to provide appropriately challenging tasks for the students in a mixed-ability class. The planning stage also included the process of preparing the instruments used to collect the data.

2. Implementation

The actions which had been planned were implemented to solve the teaching-learning problems. The teacher taught based on the lesson plans which had been developed in the previous stage. The actions were focused on the implementation of tiered tasks to teach writing. The students were divided into three levels and each level received the same tasks with different task supports. The task settings were also varied in order to improve the students' participations during the teaching-learning process.

3. Observation

The implementation of the actions was then observed. The observation process was aimed at monitoring the flow of the teaching-learning process in which tiered tasks were being implemented to facilitate the students' writing

learning process. It captured what actually happened in the writing learning process including any teaching-learning obstacles found during the implementation of tiered tasks. This monitoring process was done in order to know the effectiveness of the actions to improve the writing learning process.

4. Reflection

The data gathered from the observation were then discussed in order to evaluate the effectiveness of the implementation of the actions. The students were also interviewed in order to investigate the effects of the actions towards the students' writing learning process. Some ineffectiveness found during the teaching-learning process was also evaluated. In this reflection stage, it was decided what to do next by considering the result of the first action. Some kinds of improvement showed that the actions were effective. However, the actions needed to be modified when they failed to bring some improvement on the students' writing learning process.

E. Instruments and Data Collection Techniques

This research was qualitative in nature, so some interviews and observation were done to collect the data. It means that the main data were in the form of field notes and interview transcripts. In addition, questionnaire was also used in this research to know the students' learning needs. Besides, a diagnostic test was also administered to assess the students' writing ability.

In collecting the data, the researcher was the key instrument. However, the following instruments were also used to collect the data:

1. Test

A diagnostic test was administered to assess the students' writing ability. This test was also in the role of placement test which aimed at finding out the appropriate level in which the students should be placed. In the diagnostic test, the students were required to write a particular kind of writing. From their writings, the students' writing ability could be identified. Besides, the results of the test showed the different writing ability of the students. It implied that the results of the test were used as the basis for placing the students in the level which was appropriately challenging for them.

2. Questionnaires

The questionnaire consisting of 10 open-ended questions was administered to the students to gather information about the students' point of view as well as their learning needs dealing with the writing learning process in their class. The questionnaire was also administered in order to identify the students' improvements in learning writing after the implementation of tiered tasks. The questionnaire which consisted of 5 open-ended questions was administered at the end of the implementation stage of Cycle 2.

3. Interview guidelines

Interview guidelines were used to guide the researcher in conducting the interview to the students and the teacher. At the beginning, the teacher was interviewed to find out the real process of teaching writing. It was useful to know

the techniques used by the teacher to teach writing and how the writing learning process was carried out. In the reflection stage, the teacher and the students were also interviewed to know the impacts of implemented actions to improve the writing learning process. The results of this interview, which were presented in the form of transcripts, showed whether the actions brought some improvements on the writing learning process. A tape recorder was used to record the interview.

4. Field Notes

The use of field notes was aimed at recording what actually occurred in the setting. It showed the effectiveness of the implementation of the actions. Field notes also recorded some obstacles and weaknesses found in the implementation stage.

5. Photographs

Photographs showed the condition of the teaching-learning activities in the classroom. The pictures taken offered information about real condition occurred in the classroom while the actions were being implemented.

F. Data Analysis

The analysis of the data was done by reflecting each research cycle. Then, the result of data analysis was presented in the form of description of the teaching-learning process in which some actions were implemented to improve its quality. The field notes, the recorded interviews, the interview transcripts, the diagnostic test results, and the result of the questionnaires supported the researcher in describing the data.

According to Miles and Huberman (1994: 10-12) as cited by Sugiyono (2007: 337-345), the qualitative data is analyzed interactively and continuously. The analysis is stopped when the data has saturated. The analysis of qualitative data included the process of data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

Data reduction means summarizing, choosing the main information needed by focusing on the important information, looking for the theme and its pattern and removing unused information. It was needed because the data collected from the field were still in great quantities and complex. This process provided a clear map about the data and was helpful in doing the next data collection process to complete the data.

2. Data Display

The aim of displaying data was organizing the data based on the relation among the category in order to be easily understood. Thus, it was identified what had been got, what was happening, and what should be done next. Most of the qualitative data were presented in the form of narrative text.

3. Conclusion Drawing/Verification

In this stage, the conclusion was drawn and the data were verified. There would be a provisional conclusion and it could change if new data were found from the field. However, it was a credible conclusion if the data collected in the next process supported the previous conclusion.

G. Data Validity

The validity of action research corresponds to the credibility and trustworthiness. According to Anderson *et al* (in Burns 1999: 161-162), there are five validity criteria that are included in action research, i.e. democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Two of those kinds of validity were fulfilled in this research.

1. Process Validity

This kind of validity involved the process of examining whether the process in each stage of action research project was sufficiently done. It showed the way of selecting the problems and the process of how those problems were solved. The process was described through narrative forms containing what actually happen in the setting, not the subjective perspective of the researcher.

2. Democratic Validity

The action research which was done collaboratively showed the accomplishment of democratic validity. The various perspectives that appeared from all of the subjects who had contributions to the problems proved that this action research was done by considering the aspect of social justice.

Burns (1999) states that triangulation can be used to check the validity of the data. If the data gathered from different method is the same, then the data tend to be valid (Burns in Burns 1999: 163). The kinds of triangulations are time, space, investigator, and theoretical triangulation. In this research, the researcher used investigator triangulation by involving more than one observer during the process.

CHAPTER IV

RESEARCH PROCESS, FINDINGS, AND INTERPRETATION

This research was an action research which was aimed at improving the writing learning process of grade XI students of SMK Negeri 1 Tempel. The research started from the process of reconnaissance to identify the existing problems on the field. The focused problem which was going to be solved dealt with the writing learning process. After the focused problems were identified, some actions to solve the problems were planned by the researcher and the teacher. The actions were aimed at improving the writing learning process of the students. Then, tiered tasks and some lesson plans were developed. Tiered tasks were implemented in two cycles which consisted of four stages for each cycle, i.e. planning, action, observation, and reflection.

A. Reconnaissance

At the very beginning of the research process, the problems in the teaching-learning process were identified by the researcher and the teacher by doing some observations in the class and having some interviews with the teacher. Those were aimed at identifying any gaps dealing with the writing learning process, i.e. the students' participations, learning materials, teaching technique, and classroom management.

The situation of the writing learning process before the implementation of the actions can be seen in the following vignette.

Vignette 1: Writing Learning Process

Tuesday/September 28th, 2010

The teacher was giving the test results to the students when the researcher came. There were 36 students in the class. The teacher reviewed the test and asked the students whether they had been satisfied with the results. The teacher tried to use classroom English as well as possible. Unfortunately, the students were often reluctant to respond to the teacher's instructions, so the teacher had to use Indonesian.

The teacher reviewed the previous materials about "Telephone Handling". The students did not respond to the teacher's questions about the topic. The teacher then gave a stimulus by offering some examples. Finally, some students gave responses. The teacher then introduced the next topic about "Taking Message". Without giving enough presentation about the topic, the teacher asked the students to do the first task taken from the text book, i.e. answering some comprehension questions based on the dialogue. All of the students were given the same task. They were also given the same time allocation to finish the task.

The students were allowed to have discussion with their classmates to do the task. While the students were doing the task, the teacher moved around the class to gave feedback or help to the students. Some students were noisy talking about other topics out of the learning materials if the teacher did not check their works. The teacher asked whether the students had finished doing the task. There were some students who had finished, but the others had not. The teacher left the students who had finished earlier without giving any works. Unfortunately, those students became noisy. The teacher discussed the answers of the first task with the students. It was only the self-same students who presented the answers. Some students were still noisy during the discussion. The teacher then asked the students to identify some expressions of "Taking Message" used in the dialogue. Then, the teacher wrote the expressions on the blackboard and gave some explanation. The teacher asked whether the students found any difficulties.

The students moved to the second task. They had to read aloud a dialogue. Some students did not read the dialogue aloud, or even they did not read the dialogue at all. The teacher asked whether there were any difficult vocabulary found in the dialogue. The teacher discussed the content of the dialogue as well as gave feedback to the students' pronunciation. The teacher asked whether the students found any difficulties. The students moved to the third task, i.e. completing a phone message form. While discussing the answers, the teacher asked a student to answer the task since she did not pay attention to her explanation. The teacher then asked whether the students found any difficulties.

After announcing about the remedial assignments, the teacher asked whether the students had any questions about the remedial assignments as well as about today's learning materials. Since there were no questions, the teacher closed the class. She did not summarize the materials.

From the vignette, it can be identified that the writing learning process has not been carried out maximally. The students were not exposed to adequate writing tasks. When this problem was confirmed to the teacher, she said that the writing skill would not be examined in the National Examination, so it did not receive much attention during the English teaching-learning process. It means that the writing learning process tended to be neglected. The vignette also shows that the main problem inhibited the students' writing learning process laid on their low learning motivation. Moreover, the tasks have not challenged them appropriately. Most of the students, especially the weaker ones, were still reluctant to actively participate in the teaching-learning process.

Questionnaire was also given to the students to find out their point of view about English, their learning motivation and their learning needs. In order to investigate the students' writing ability, a diagnostic test was administered to the students. The students were asked to make a particular kind of writing, i.e. letter, based on the situation given. From the test results, it was found that the students' writing ability was varied. Such identification was used as a consideration in placing the students in the appropriate level during the teaching-learning process. So, the students could receive the appropriately challenging tasks according to their level of ability.

1. Identification of the Field Problems

After having some observations during the teaching-learning process, having some interviews with the teacher, giving a questionnaire and administering a diagnostic test to the students, some problems were identified as follows:

Table 1: Field Problems Concerning the Teaching-Learning Process

No	Problems	Codes
1.	The teacher tended to be book-based.	TM
2.	Group works were rarely done.	TM
3.	The writing learning process had not been well-executed.	TM
4.	It was difficult for the students to transfer oral language into written one (while listening).	S
5.	The students found many difficulties in using accurate English structure.	S
6.	The students lacked vocabulary.	S
7.	The students became lazy when the topic was not interesting or difficult for them.	S
8.	The students tended to have low learning motivation.	S
9.	The students still used Indonesian context while writing.	S
10.	The students were not confident with their language ability.	S
11.	The teacher failed to manage the disruptive students.	CM
12.	The students were not appropriately challenged by the tasks.	CM
13.	The students were lazy to read various English texts.	S
14.	The students were lazy to bring dictionary during the English lesson.	S
15.	There were heterogeneous attitude of the students in the classroom.	CM
16.	The students were reluctant to use English as a classroom language.	CM

17.	The students were reluctant to do the tasks if their works were not scored.	S
18.	The high-ability students were sometimes still left doing their own activities when they had could finish the tasks faster than the low-ability ones.	S
19.	The high-ability students often dominated the process of accomplishing the tasks, while the low-ability ones tended to be passive.	S
20.	It was difficult to determine the level of difficulty of learning tasks which facilitate all of the students' needs.	T
21.	The class was quite big with multiple proficiency level of the students.	CM

S: Students M: Materials
 TM: Teaching Method CM: Classroom Management

From the table it can be seen that the problems found during the teaching-learning process dealt with the students, learning materials, teaching method and classroom management. However, this research was only focused on investigating the problems dealing with the writing learning process especially those which are related to the learning tasks implemented in a mixed-ability class. For those reasons, the following feasible problems were chosen to be solved.

Table 2: The Feasible Problems to Be Solved

No	Problems
1.	The writing learning process has not been well-executed.
2.	The students' learning motivation was low.
3.	The class was quite big with multiple proficiency level of the students.
4.	The students were not appropriately challenged by the tasks.
5.	The high-ability students often dominated the process of accomplishing the tasks, while the low-ability ones tended to be passive.

2. Determining the Actions to Solve the Field Problems

After choosing some feasible problems, some discussions were carried out by the researcher and the teacher to determine some actions to overcome those problems. This was done to fulfil the democratic validity. The actions concerned the writing learning process which has not been well executed. The actions planned were emphasized on the learning tasks implemented in a mixed-ability class.

The first action planned by the researcher and the teacher was tiering the task supports. This action was determined by strongly considering the problem of multiple proficiency levels of the students in the classroom. For that reason, there was a differentiation of task supports by basing upon the students' readiness. Considering the class condition, the second action planned was varying the task settings. Such a class condition entailed varied task settings in order to maximize the students' participation in the teaching-learning process. In doing the tasks, the student did not only work individually all the time, but they also needed to be given more chance to work together with their classmates by having pair work or group work.

The actions that had been planned by the researcher after having some discussions with the teacher are summarized as follows:

Table 3: The Actions Implemented in the Research

No	Actions
1.	Tiering the task supports.
2.	Employing varied task settings.

3. The Relationship between the Actions and the Field Problems

The relationship between the actions and the field problems were then considered by the researcher and the teacher. The following chart shows which field problems could be solved by using the designed actions.

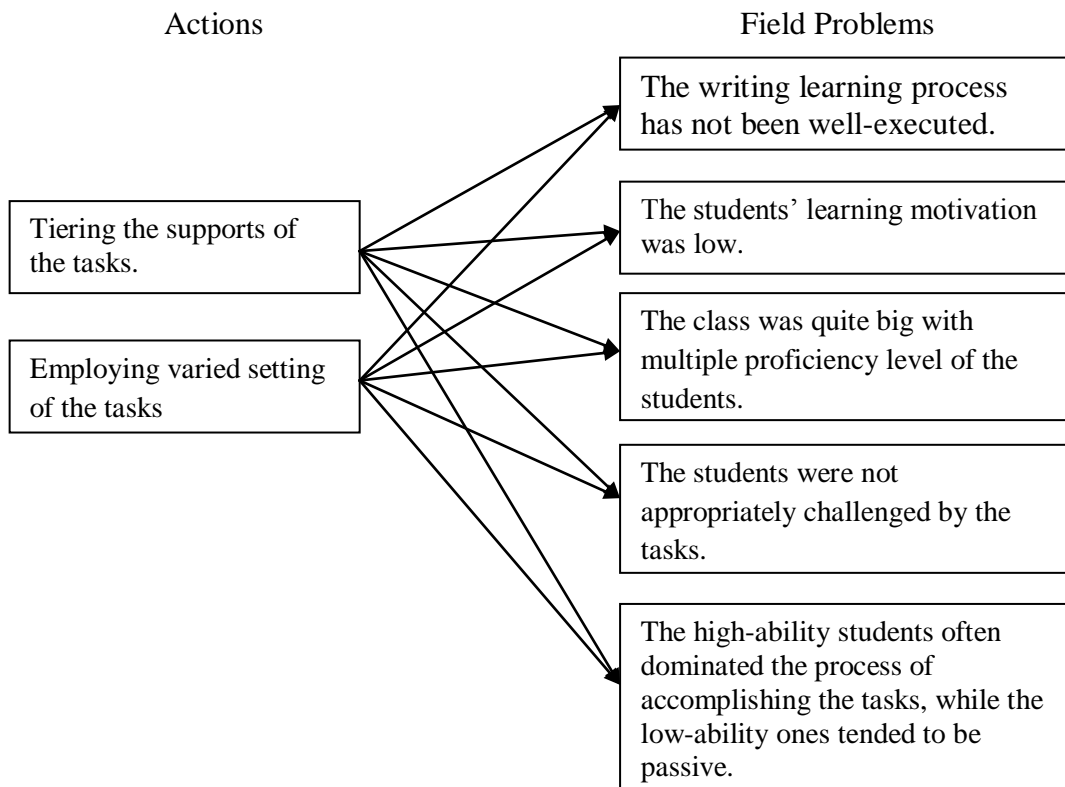


Figure 4: The relationships between the actions and the field problems

Tiering the task supports of the tasks was expected to improve the writing learning process by solving some problems raised on the field. In this case, the task supports were differentiated based upon the students' ability. It means that the tasks were designed to fit into the different learning needs of the students. The tasks which were tiered were not too easy or too difficult for them, so the tasks could challenge the students appropriately. By having tiered tasks, the students were expected to enjoy and experience the writing learning process as they

walked through their own path. This is in line with Tomlinson's (2001: 10) opinion that tiered tasks can promote success and are therefore motivating.

When the students have been appropriately challenged, their learning motivation also improved. They became more confident with their own ability and were not reluctant to express their ideas, especially in the form of written products. Tiered tasks could encourage the high-ability students to do a better learning. Tiered tasks were also very useful to motivate the low-ability students to actively participate in every learning activity. Once they knew that they were able to do certain task, they were not shy to try to explore their ability to do the other tasks. Thus, it was not always the high-ability students who dominated the process of accomplishing the tasks.

Task setting was the next aspect to be taken into account. In learning writing, the students needed more chances to practice writing. The students should experience learning by being given greater opportunities to actively participate in the writing learning process both as individuals and as group members. They should know their own ability. They should also understand their social roles by having a great deal of interactions with others through group works. Moreover, a suitable task setting could challenge the students appropriately. While carrying out the tasks, the teacher considered the task settings which were appropriate to the students' ability. Some particular tasks required to be done individually, but some others required group working which promoted peer feedback.

Varying the task settings was also aimed at improving the students' involvement in the teaching-learning process. By giving greater opportunity to the students to work in groups, there were interactions among the students. They were placed in a more relaxed learning atmosphere in which they could discuss and negotiate any problems raised while accomplishing the tasks. So, they were motivated to write better. They were expected to enjoy learning by being confident to express ideas in mind. That was why their involvement in the teaching-learning process improved and both the low-ability and the high-ability students could actively participate in every learning activity.

B. The Report of Cycle 1

1. Planning

In this section, the actions planned after considering the problems found in the teaching-learning process are elaborated. The actions covered in Cycle 1 are described as follows:

a. Tiering the task supports

The main problem focused in this research dealt with the writing learning process in a mixed-ability classroom in which there were varied proficiency levels of the students. Although the students were caught in such a condition, they even needed to be exposed to the learning tasks which were appropriate to their level of ability. For this reason, the first action to be taken was tiering the task supports. Here, the learning tasks assigned to the students were differentiated to meet the learning needs of the students in each level. This technique of tasks differentiation was called tiered task. In this case, process validity was fulfilled.

The process of developing tiered tasks fulfilled the democratic validity since it involved the researcher and the teacher in its process. It was started by identifying the skill and the basic concept that the students were going to learn. It was an important aspect that could help the students to build a clear framework of a particular topic of learning. The students who were going to be exposed to the tasks should be considered then. Their ability was identified by administering a diagnostic test, which was a foundation of tiered tasks, to the students. In this case, the students were asked to write a particular kind of text individually.

The diagnostic test administered was in the role of placement test. This test required the students to write a letter based on the given situation. The results of the test were scored by considering some aspects of writing, i.e. content, organization, language use, and mechanic. The results were then used as the basis for dividing the students into three levels. The bottom tier consisted of 14 students with low writing ability, the middle tier consisted of 15 students with average writing ability and 7 students with high writing ability were placed in the up tier. Each level was divided again into some small groups consisting of 3 to 5 students.

The level of tasks difficulty was also determined by considering the test results. By considering the students' learning needs and characteristics, a unit of learning tasks taken from a book used by the students was adapted by the researcher and the teacher. In this case, democratic validity was fulfilled. Those tasks were communicative and focused on some elements that facilitate the students to use key skills to understand key ideas. Then, the complexity of the

tasks was mapped in order to identify which level that was going to be exposed to those tasks and which level that needed another version of the tasks.

The tasks then were modified in order to facilitate the students with different learning needs to understand the basic concepts. The modification was done by tiering the task supports. The students were exposed to the same learning tasks that require the same type of written products. The input texts provided were also the same for all levels. However, they received different supports to accomplish the task. In other words, the goals of the learning tasks were the same, but the students should move through different procedures to achieve the goals. Course grid of the tasks that had been developed was presented in Table 4.

A unit of tasks that had been developed covered the topics of future plans and past experience. Although writing skill was focused in this research, the tasks were developed integrately by involving listening, speaking, and reading skills. It was aimed at giving various inputs in order to provide building blocks to the students before the production stage. This unit of the tasks was tiered into three levels by leading to the same basic concepts but having different level of difficulties reflected on the task supports differentiation. However, there were some tasks which were not tiered in order to stimulate the occurrence of positive competitions among the students.

Tiered tasks covered two main aspects in the implementation. Those aspects were using varied channels through which the students could gather information and express understandings, and providing varied ways in which the students could explore ideas. The former was related to the activity of

comprehending some input texts. The latter was linked to the production stage in which the students were required to write a particular text. Some lesson plans were also developed by the teacher and the researcher by focusing on the process of teaching-learning of writing.

b. Employing varied task settings

The task settings were varied based on the task demands. Some tasks could be accomplished by only working individually. However, some other tasks required pair or group works which promoted a great deal of interactions. The task settings were then designed based on the students' learning needs. While working in groups, the students received peer-feedback as a support for their learning. Then, they were given opportunity to express their own understanding of a particular basic skill by working individually while accomplishing free production tasks. That was why the students could be appropriately challenged by varying the task setting.

Varying the tasks settings were therefore aimed at giving adequate opportunity to the students to participate actively in the writing learning process. The main consideration while determining the appropriate setting of the tasks was the big size of the class in which the students have varied level of English proficiency. Therefore, most of the tasks, especially the bridging ones, were developed as group working tasks. This was aimed at helping the teacher to manage the class and providing the students with a more relaxed learning atmosphere. The individual tasks were also included to motivate the students to

work independently based on their own ability after receiving appropriate supports while doing the bridging tasks.

The groups were formed based on the students' ability which was reflected on the results of the diagnostic test. There were three levels of the students, i.e. bottom tier, middle tier, and up tier. Those three levels were represented by three different colours, i.e. red for bottom tier, yellow for middle tier and green for up tier. Each group was then divided into some smaller groups consisting of 3 to 5 students. Here, the students were permitted to choose their own partners in groups. There were 3 red groups, 3 yellow groups and 2 green groups.

After the students sat with their groups members, all purposes and rules dealing with the implementation of tiered tasks as well as group working were explained by the teacher. The students were also asked to choose a president and a secretary of each group who had a responsibility to be "quiet captains". They had to maintain the orderliness of their groups' members. All of the students were also reminded to be responsible for their own learning.

The individual works were mostly designed for the production stage when the students should write a particular kind of text. The task that required the students to complete a particular kind of text was also designed as an individual work. These kinds of tasks were aimed at motivating the students to work independently based on their own ability. While working in groups, they were encouraged to accomplish some tasks by receiving appropriate supports. So, they know their existing ability and utilize it to write certain text during the production stage by working individually.

In the implementation of the actions, the students were taught by the researcher, and the teacher helped the researcher to observe the teaching-learning process. However, the focused points to be observed were discussed firstly by the researcher and the teacher before taking actions, so it was not out of the concept. This decision was taken by considering some feasibility and practicality factors. Since this research was done collaboratively, the researcher worked together with the teacher in planning everything before implementing the actions and sharing ideas during the implementation as well as reflection stages. This fulfils the requirements of democratic validity.

2. Actions and Observation

In this stage, the actions were implemented by conducting the teaching-learning process based on the lesson plans had been developed. It was focused on the writing learning process. Tiered tasks which had been developed in the previous stage were then implemented. The first four meetings were covered in Cycle 1 and were carried out on November 19th, November 23th, November 26th, and November 30th 2010. The topics of the materials were future plans and past experience, and the kind of text they learnt was personal letter. The unit of materials was presented in Appendix 6.

Table 4: Course grid of the tasks

Basic Competence: Telling job experience in the past and plans in the future

Unit	Topics	Language Functions	Input Texts	Language Focus	Tasks	Indicators
1	Future plans and past experience	Telling someone's plans and past experience	<ul style="list-style-type: none"> • Listening: Short dialogues • Speaking: Short dialogues • Reading: Short Letters • Writing: Short Letters 	<ul style="list-style-type: none"> • Vocabulary: Vocabulary related to the topics • Expressions: <ul style="list-style-type: none"> a. Asking someone's plan <ul style="list-style-type: none"> - What are you going to do after finishing your study? - What will you do tomorrow? - What is your plan for the next holiday? - What about tonight/tomorrow/next week? b. Telling someone's plan <ul style="list-style-type: none"> - I'm planning to go to college. - I am going to go to college. - I'll study architecture in Gadjah Mada University. c. Telling Past Events 	<p>Activity 1 Lead-in: Answering some questions related to the topic.</p> <p>Activity 2 Complete the dialogue based on the information the students hear. Tier I: The students are provided with two choices of the answers for each number. Tier II: The students are provided with more choices of the answer for each number. Tier III: The students are not provided with any choices of the answers.</p> <p>Activity 3 Choosing the appropriate picture according to the statements the students hear.</p> <p>Activity 4 Listening to the dialogue and answering the questions based on the dialogue.</p> <p>Activity 5 Reading a dialogue and answering comprehension questions Tier I: The questions are in the form of multiple choices. Tier II: The questions are open-ended questions, but the students are provided with the number of line in which they can find the answer. Tier III: The questions are open-ended questions without any support.</p> <p>Activity 6 Identifying and studying the expressions of asking and telling someone's plan</p> <p>Activity 7 Completing the dialogues with the appropriate expressions of asking and telling someone's plan</p> <p>Activity 8 Writing a dialogue telling the students' future plans</p> <p>Activity 9 • Studying difficult words that will be found in the text. Tier I: The meaning of the words have been provided. Tier II: The students have to match the words with their meanings.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • identify expressions to tell future plans. • tell future plans • write a personal letter • identify expressions to tell past experience. • tell past experience

				<ul style="list-style-type: none"> - I went to the cinema last night. - She did not go to school yesterday. • Grammatical Patterns <ul style="list-style-type: none"> - Future Tense <p>S + will + V₁ S + to be going to + V₁</p> <ul style="list-style-type: none"> - Past Tense <p>S + V₂</p> 	<p>Tier III: The students have to look for the meanings by themselves.</p> <ul style="list-style-type: none"> • Reading a personal letter about someone's future plans and answering comprehension questions <p>Activity 10 Studying the organization of a personal letter</p> <p>Activity 11 Identifying the grammatical patterns of Future Tense and doing the grammar exercise.</p> <p>Activity 12</p> <ul style="list-style-type: none"> • Reading a personal letter about someone's past experience • Answering comprehension questions (True/False questions) and finding the supporting sentences. <p>Tier I: The students have to match each answer with its supporting sentence. Tier II: The students have to match each answer with its supporting sentence, but there are more choices of the supporting sentences provided. Tier III: The students have to look for the supporting sentences by themselves.</p> <p>Activity 13 Identify the grammatical patterns of Past Tense and doing the grammar exercise.</p> <p>Activity 14 Arranging parts of a personal letter into a good letter</p> <p>Tier I: The students are provided with the form of a personal letter with each part is labeled. Tier II: The students are provided with the form of a personal letter, but each part is not labeled. Tier III: The students are not provided with the form.</p> <p>Activity 15 Playing "Fortune-telling" Game: predicting someone's future plans.</p> <p>Tier I: The students should write two predictions. Tier II: The students should write three predictions. Tier III: The students should write four predictions.</p> <p>Activity 16 Continuing an incomplete letter about someone's future plan based on the clues given</p> <p>Tier I: The clues are in the form of some complete sentences. Tier II: The clues are in the form of some incomplete sentences, so the students</p>	
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					<p>have to complete the sentences according to their own opinion. Tier III: The clues are in the form of open-ended questions, so the students have to answer the questions according to their own opinion.</p> <p>Activity 17 Completing a paragraph about past experience.</p> <p>Activity 18 Playing “Consequences” Game Tier I: The students are provided with two choices of the answers for each number. Tier II: The students are provided with three choices of the answers for each number. Tier III: The students are not provided with any choices of the answers.</p> <p>Activity 19 Writing a letter by using the result of Activity 18 as the content paragraph.</p> <p>Activity 20 Writing a letter containing someone’s past experience.</p> <p>Activity 21 Writing a letter containing someone’s future plans.</p>	
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Basic Competence: Understanding simple instructions

Unit	Topics	Language Functions	Input Texts	Language Focus	Tasks	Indicators
2	Recipe and instruction manual	<ul style="list-style-type: none"> Describing process Expressing necessity and obligation Giving advice and suggestions 	<ul style="list-style-type: none"> Listening: Short dialogue Speaking: Short dialogue Reading: Procedural texts Writing: Procedural texts 	<ul style="list-style-type: none"> Vocabulary Vocabulary related to the topic Expression <ul style="list-style-type: none"> Describing process <ul style="list-style-type: none"> First, slice a lemon in half. Next, click the email icon. Finally, Necessity and obligation <ul style="list-style-type: none"> I must try it 	<p>Activity 1 Lead-in: Answering some questions related to the topic.</p> <p>Activity 2 Studying some difficult words that will be found in the dialogue and completing the dialogue based on the information the students hear. Tier I: The meaning of the words have been provided. Tier II: The students have to match the words with their meanings. Tier III: The students have to look for the meanings by themselves.</p> <p>Activity 3 Numbering the pictures based on the information the students hear.</p> <p>Activity 4 Reading a dialogue and answering comprehension questions. Tier I: The questions are in the form of open-ended questions equipped with the</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> identify some expressions to tell a process of how to do something or how something works. describe a process of how to do

				<p>again.</p> <ul style="list-style-type: none"> - I have to keep it. - It is necessary for us to attend the meeting. <p>c. Giving advice</p> <ul style="list-style-type: none"> - I suggest you to.... - I advise you to.... - Why don't you.... - You should.... <p>etc.</p> <ul style="list-style-type: none"> • Grammar review - Imperatives <p>Squeeze the juice. Click the Yahoo! Messenger icon.</p> <ul style="list-style-type: none"> - Degrees of Comparison <p>Ani is taller than her sister. My bag is the most expensive among others'.</p>	<p>choice of the answers. Tier II: The questions are in the form of multiple choice questions. Tier III: The questions are in the form of open-ended questions without any choice of the answers.</p> <p>Activity 5 Identifying the expressions dealing with necessity and obligation and the expressions of giving advice and suggestion.</p> <p>Activity 6 Arranging some statements into a good dialogue.</p> <p>Activity 7 Writing a short dialogue based on the situation chosen.</p> <p>Activity 8</p> <ul style="list-style-type: none"> • Reading a text about making something. • Answering comprehension questions (True/False questions) and finding the evidence. <p>Tier I: The students have to match each answer with its evidence. Tier II: The students have to match each answer with its evidence, but there are more choices of evidence provided. Tier III: The students have to look for the supporting sentences by themselves.</p> <p>Activity 9 Identifying the grammatical pattern of degrees of comparison.</p> <p>Activity 10 Making comparison based on the given data.</p> <p>Tier I: The students were provided with two choices of adjectives to be compared for each number. Tier II: The choices of adjectives to be compared were provided in a box for all numbers. Tier III: The students were not provided with the adjectives to be compared.</p> <p>Activity 11</p> <ul style="list-style-type: none"> • Identifying the imperative form to give instructions that found in the text. • Identifying the transactional signals used in a procedural text. <p>Activity 12 Playing "What's a Difference?" Game.</p> <p>Activity 13 Studying difficult words that will be found in the text. Tier I: The meaning of the words have been provided.</p>	<p>something or how something works.</p> <ul style="list-style-type: none"> • identify and use some expressions dealing with necessity and obligation. • identify and use some expressions of giving advice. • compare two or more adjectives by using degrees of comparison.
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					<p>Tier II: The students have to match the words with their meanings. Tier III: The students have to look for the meanings by themselves.</p> <p>Activity 14 Write a short procedure text based on the dialogue given.</p> <p>Activity 15 Completing a procedure text about operating something by using the statements provided. Tier I: The number of choice of statements provided is the same as the number of the blanks. Tier II: The number of statements provided is greater than Tier I Tier III: The number of statements is provided in the greatest amount among all tiers.</p> <p>Activity 16 Arranging some steps of operating into the right order based on the pictures provided. Tier I: The students are provided with five pictures depicted each step. Tier II: The students are provided with three pictures. Tier III: The students are provided with three pictures.</p> <p>Activity 17 Playing “Pass the Message” Game.</p> <p>Activity 18 Writing the instructions based on the pictures provided. Tier I: The verb is provided for each number. Tier II: The students are provided with some choices of the verbs. Tier III: The students are not provided with any choices of the verbs.</p> <p>Activity 19 Finding a manual instruction of operating something and rewriting it by using the students’ own words.</p> <p>Activity 20 Writing a procedural text about making something, operating something, or doing something.</p>	
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Below are the actions that were implemented by the researcher in Cycle 1:

a. Tiering the task supports

The observation and the questionnaire results show that the main problem dealing with the writing learning process was that the students received the same learning tasks which were not appropriately challenging. On one hand, the tasks failed to encourage the high-ability students to work based on their actual ability. On the other hand, the low-ability students were left behind by exposing to the tasks. In order to deal with such a condition, a unit of tasks, i.e. tiered tasks, were developed. Tiered tasks were characterized by the differentiation of task supports for each of the students' level.

The implementation of tiered tasks was started by asking the students to do Activity 2 of the first unit. In doing Activity 2, the students should complete a dialogue by writing some missing words based on the information they heard. The task supports were tiered for each level. The bottom level students were provided with two choices of answers for each number while the middle level students received more choices of the answers. The up level students were not provided with any choices of the answers, so they should identify the missing words they heard by themselves. The result of the implementation of this task is shown in the following field note.

13. The students discussed the answer with the teacher. The teacher asked the students to spell each word they wrote to complete the dialogue. Most of the students wrote the words in correct spelling. The first task could be done by the students easily.

(Appendix 2, Field Note 3, Friday/November 19, 2010)

From the field note it can be said that most of the students could do the tasks without any significant difficulties. They were able to write the words they heard in correct spellings. Although the students from each level possessed different proficiency, they could do the task well by utilizing the task supports given. The task supports which were tiered offered a positive climate in which the students became appropriately challenged and were willing to do the task seriously (Picture 5). The low-ability students were not discouraged by the given tasks, and the high-ability ones were more challenged by the tasks with less supports which were provided for them. This result fulfils the requirements of process validity.

The task supports were also presented in the form of a list of difficult words and their meanings that the students were going to find in the input text. The students should learn those words before comprehending the text. However, they were provided with some different ways to learn the vocabulary. It can be seen in the following field notes.

14. The students were given some difficult words they are going to find in the letter in Activity 9. In studying those words, each tier was given different activity.

Tier I: The meaning of the words have been provided.

Tier II: The students have to match the words with the meanings provided.

Tier III: The students have to look for the meanings by themselves

15. The students read the letter and answer some comprehension questions in groups. The students were helped by the list of vocabulary in understanding the text.

(Appendix 2, Field Note 4, Tuesday, November 23, 2010)

From the field note it can be identified that the list of vocabulary could be an effective support for the students to comprehend the input text. It, of course,

could enrich the students' vocabulary. Better vocabulary mastery could help the students in learning writing. It can be seen from the students' writings presented in Appendix 7. The students did not merely receive a list of vocabulary that was ready to learn. Each level should move through different ways to understand the meaning of the difficult words. This kind of task involved two main aspects. The students could learn some new vocabulary and in the same way they could also be appropriately challenged by the tiered supports provided.

The task supports for doing comprehension questions were also tiered. Before the students start writing, they were exposed to some texts that provided some examples on the use of some language functions to be learnt. The students indeed received the same model texts for each level. However, the way to gather information and to express understandings on the texts was differentiated for each level. It was done by providing varied kinds of comprehension questions which had different supports to get one same basic concept of the texts. This was expected to challenge the students based on their level of ability.

Providing varied way through which the students could gather information and express understandings on the text could be seen while the students did Activity 5. They answered some comprehension questions according to a dialogue which were tiered by giving the bottom tier multiple choices questions and giving two other tiers some open-ended questions. These open-ended questions were then also tiered. The middle level was provided with the number of line in which they could find the answer while the up level was not given any supports. How the students dealt with Activity 5 is shown in the following field note.

-
7. For discussing Activity 5, the teacher invited some volunteers to answer each question. Then, she checked the answers by asking the other students whether the answers were right or whether they agreed with those answers. The teacher also asked the students to find the evidence that supported their answers. The students were not reluctant to present their answers although one of the groups from the up tier still dominated while discussing the answers of Activity 5. (Appendix 2, Field Note 4, Tuesday/November 23, 2010)
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The field note shows us the effectiveness of tiered supports in relation to the accomplishment of comprehension questions. The students were active to present their answers which mean that they could express their understandings on the text well. It was shown in Picture 7. It means that the tasks exposed to the students were appropriately challenging. The tasks could facilitate the students from all tiers to comprehend the text by moving through different channels according to their level of ability. In answering the comprehension questions, the students were accustomed to write the answers completely.

The use of varied channels through which the students can gather information from the text is also shown in Field Note 6.

-
10. The students read a personal letter in Activity 12. Then, they should answer some comprehension questions (True/False). They should also find the sentences in the letter that support their answer.
 Tier I: The students were provided with the choices of the supporting sentences.
 Tier II: The choices of the supporting sentences provided were in a greater amount than those provided for Tier I.
 Tier III: The students were not provided with the choice of the supporting sentences.
11. Most of the students from each level could answer the questions without any significant difficulties. They were active to present their works and were able to show the evidence for each answer. The low-ability students were more eager to try to answer the questions. The high-ability students were able to identify the evidence for the answers by themselves. (Appendix 2, Field Note 6, Tuesday/November 30, 2010)
-

In doing Activity 12, the lower level students showed their willingness to actively participate in class discussions (Picture 4). The discussions were not dominated by the upper level students anymore. Since the low-ability students were provided with some choices of answers to do the task, they became confident to answer the questions. The upper level students were encouraged to do a more demanding task. The task then successfully motivated them to utilize their actual proficiency to do a better learning. It was proved by their ability in identifying the evidence for their answers although they were not provided with any supports.

The students' participations which improved could also be proved in Field Note 5 when the students learnt writing through a game in Activity 15. The students played Fortune-telling Game. The task demand of the game was tiered. In groups, the students should write some fortunes or predictions of the members of the other groups. The students from bottom tier should write two predictions. The middle tier students should write three predictions. The last tier, i.e. up level students, should write four predictions. The students' participation while doing Activity 15 is shown in the field note below.

-
13. The students discussed actively in their groups. While the students were doing the tasks, the teacher moved around the class to give feedback to the students. The students were able to write various creative sentences.
 14. After the students finished writing the sentences, they should present those sentences by asking one representative to write the sentences on the blackboard. The other students read those predictions enthusiastically.
 15. Then, the teacher and the students discussed those sentences. The teacher invited the students to give feedback on the sentences. She also gave additional feedback if it was necessary. The sentences still had some minimum mistakes, i.e. punctuation, capitalization, article, etc.
-
- (Appendix 2, Field Note 5, Friday/November 26, 2010)

The students played a game which possessed different task demand for each level. Although each level should write different amount of sentences, the students were not discriminated. All of the students were active to have discussions with their partners to write the required sentences. They were motivated to explore their creativity to produce various sentences. While discussing their works, once again the students showed their enthusiasm. The students were not reluctant to write their sentences on the blackboard although they were still less accurate (Picture 8). In this case, process validity was fulfilled.

The use of varied ways through which the students could explore ideas was shown in the implementation of Activity 16 which was assigned as homework. The students wrote a content paragraph to complete a letter based on some given clues. The clues were tiered according to their level of ability. The clues provided for the bottom level students were in the form of some complete sentences as the key idea of the paragraph. For middle level, the clues were provided in the form of some incomplete sentences, so the students have to complete the sentences in order to get the key idea. Some open-ended questions were given as the clues for the up level students. In order to get the key idea, the students needed to answer the questions according to their own opinion and creativity.

At the beginning, it was difficult for the students to understand the instruction of the task. They were confused by the clues. At the time of submitting the works, there were students who had not finished writing. So, the teacher re-explained the instructions and gave some more minutes to the students to finish their writings. Although Activity 16 was an individual task, the teacher then

permitted the students to work in pairs and give feedback on each others' works.

The teacher also moved around the class in order to give feedback to the students' works. The results of this task are shown in the field note below.

7. The students showed some improvement. They became more creative in writing the letter. The students could write the paragraphs well based on the clues given. Even, the students included some additional information dealing with the clues given. However, there were students from low tier who only included a little additional information and even, some of them only rewrote the clues given. (Appendix 2, Field Note 6, Tuesday/November 30, 2010)

The field note proves that the students made some learning improvement. The students showed their creativity in presenting the ideas into a written product. They were appropriately challenged by the task since they were able to write the paragraph required based on the clues given. The tiered supports were effective to improve the students' writing learning process. It was because the tiered task supports could stimulate the students to transfer the ideas in mind into readable written products according to their level of ability. This students' learning improvement was proven by the improvement of the mean of students' scores. It improved from 60.69 to 67.19 in the first cycle.

There were students, especially from up level, who were stimulated to generate some creative ideas. They included some more relevant information related to the topic. However, there were also students from low level who failed to utilize the supports given. They only rewrote the sentences provided as the clues. This condition was reflected on the students' writings in Appendix 7. From the student's work it can be seen that the sentences were well-organized proving that the student could present the ideas well.

b. Employing varied task settings

The varied task settings were employed in order to give adequate opportunity to the students to participate actively in the writing learning process. In order to cope with the learning situation in a big class with multiple proficiencies in it, the implementation of group working was maximized. Moreover, group working was also aimed at helping the teacher to differentiate, but not discriminate, each of the students' levels. So, the improvements or barriers met by each level could be monitored more effectively. However, individual or pair works were also included in order to give an opportunity to the students to express their own understanding on a particular learning topic more independently.

The effect of the implementation of group working can be seen from the following field note.

26. Generally, by implementing group working, the teacher managed the class well. It was easier for her to give feedback by talking to the students in groups. She could also motivate all groups to pay attention to the materials being discussed by crossing check the answer of one group to the other groups.

(Appendix 2, Field Note 4, Tuesday/November 23, 2010)

Group working was proven to be an effective technique to improve the classroom management in a big class. Group working helped the teacher to control the writing learning process of each of the students' level, so she could treat as well as give feedback to the students from each level appropriately. The process of giving feedback to the students run more effectively since the teacher

talked to the students in groups rather than individually (Picture 15). This result is categorized to be valid since it fulfils the process validity and democratic validity. Group working also offered a new learning atmosphere to the students. The learning atmosphere in the classroom is clearly depicted in the following field note.

16. By working in groups, the students looked more relaxed in doing the tasks. The students were eager to have some discussions although they still communicate by using Bahasa Indonesia.
(Appendix 2, Field Note 4, Tuesday/November 23, 2010)

From the field note it can be seen that group working enabled the students to learn in a more relaxed learning atmosphere (Picture 9). It motivated the students to express their ideas more enthusiastically through some discussions among the group members. Although the students still used Indonesian as a means of communication during the discussions, they could generate the ideas more smoothly while accomplishing the writing tasks. This condition is also proved by the following field note.

12. The students moved to Activity 15. They played a game, i.e. Fortune-telling Game. In groups, the students should write some fortunes or predictions of the members of the other groups. The game was tiered as follows:
Tier I: The students should write two predictions
Tier II: The students should write three predictions.
Tier III: The students should write four predictions.
13. The students discussed actively in their groups. While the students were doing the tasks, the teacher moved around the class to give feedback to the students. The students were able to write various creative sentences.
(Appendix 2, Field Note 5, Friday/November 26, 2010)

The field note shows that by working in groups, the students were motivated to do the tasks. It was because they learnt in a more relaxed learning atmosphere in which there was a great deal of discussions among the students. It

means that the students' learning motivation improved. For this reason, they could explore their ideas and share opinions more freely without any significant barriers. They were able to write various creative sentences (Picture 8). In addition, they were able to process some feedback received from the teacher more effectively by discussing the feedback with their partners. It means that there were more negotiations among the students to solve the problems appeared during the writing learning process.

It was clear that the implementation of group working helped the students to experience learning. This impact was reflected while the students did Activity 16 in which the students should write the content paragraph of a letter based on the given clues. The clues were provided differently for each tier. Bottom tier students were provided in the form of some complete sentences as the key ideas. Middle level students should complete some sentences in order to get the key ideas. Some open-ended questions should be answered by up level students to obtain the key ideas. How the students finished the tasks can be seen in the following field note.

-
5. The teacher asked the students to submit the homework (Activity 16). Unfortunately, many students had not finished their work. They were confused with the instruction. Some of the students had finished writing the letter. Some others still had to rewrite on a piece of paper.
 6. The teacher re-explained the instruction of Activity 16. Then, the students were asked to finish the task by working in pairs. The teacher asked them to give feedback each other on the writing. The teacher also gave feedback to each of the students. Doing so, the students could write better.
-
- (Appendix 2, Field Note 6, Tuesday/November 30, 2010)

In doing Activity 16, the students could not understand the instructions of the task well. Moreover, it was difficult for them to interpret the clues provided for them. That was why they finish the task by working with their partners through pair work then. During the pair work, there was a greater amount of peer-feedback. The students could share their ideas dealing with the topic of writings and they also gave feedback on each other's work. This way enabled the students to write better. It means that the presence of peer supports could challenge the students well. They could negotiate any problems occurred during the teaching-learning process. They also received adequate supports to accomplish the tasks.

The students were also given an opportunity to work individually. Some tasks were developed as individual tasks which were aimed at motivating the students to work independently (Picture 1). This setting was effective to facilitate the students' learning since they were stimulated to work based on their own ability and were also motivated to be responsible for their own role as independent learners. Such a task was shown in Activity 9 in which the students should learn some difficult words related to the tasks.

The free production task, i.e. Activity 21 was also designed as an individual task. The individual task could help the teacher to do individual evaluation towards the students. It was because such kinds of tasks enabled the teacher to monitor the development of each student's learning after accomplishing the bridging tasks with appropriate task supports. The students' learning improvement was proven by the improvement of the students' score presented in Appendix 8. The results shown in the implementation and observation stage are

categorized to be valid. The data that were gathered fulfil the requirements of process of democratic validity.

3. Reflection

The implementation of the actions in Cycle 1 was then evaluated by the researcher through some discussions with the teacher. Some students were also interviewed to investigate the impacts of the actions to the students' learning. These were needed to fulfil democratic validity. Specifically, the reflection stage that led to the process of continuing or modifying the actions was also the main focus in fulfilling process validity.

From the discussions as well as the interviews, it could be identified that generally the actions implemented were effective to improve the students' writing learning process. However, there was also some ineffectiveness found in the implementation of the actions. Here is the further explanation about the details.

a. Tiering the task supports

Generally, the implementation of tiered tasks brought some learning improvement to the students. They became appropriately challenged. The high-ability students were more challenged by the tasks with less supports provided for them. It is shown in the following interview.

-
-
- P : Trus untuk learning task-nya, yang sudah saya berikan tadi, menurut kalian gimana? Terlalu sulit atau terlalu mudah atau gimana?*
 (What do you think about the learning tasks I have given to you? Were they too difficult or too easy?)
- S1 : Mm...lumayan Mbak. Ya...gak sulit kok ya Nis?*
 (Umm...they were challenged enough. Yeah, they were not difficult.)
- S2 : He eh.*
 (Yeah.)
-

P : Trus kalau diferensiasi tasks-nya gimana?

(How about the differentiation of the tasks?)

SI : Oh iya Mba. Itu menurut saya bagus. Kita jadi nggak jenuh nunggu yang belum selesai.

(Oh, that was good. We were not bored waiting for those who had not finished the tasks.)

....

P : Trus kalian merasa terdiskriminasi gak? Kebetulan juga kan kalian ada di kelompok hijau, tasks-nya kan mm...support yang diberikan kan paling sedikit daripada kelompok yang lainnya.

(Then, do you feel discriminated by the implementation of the tasks? Accidentally, you are from green group in which the tasks received have the least supports than the other groups.)

SI : Awal-awal si iya karena belum ngerti. Tapi setelah tau tujuannya ya oke-oke aja. Bagus kok Mbak.

(At the beginning, we felt discriminated because we have not understood with the advantages. However, when we have understood with its goal, it's alright. It's good).

....

(Appendix 3, Interview 5, November 23, 2010)

Interview 5 was conducted to the students from up tier. From the interview it can be seen that the implementation of tiered tasks brought some positive impacts to the students. According to them, differentiating the learning tasks was a good technique. It could facilitate their learning. They were appropriately challenged by the tasks because the tasks exposed to them were not too difficult. At the beginning of the tasks implementation, they felt discriminated because they received the fewest supports for doing the tasks. However, when they had understood with the goal of tiered tasks, they could tackle the positive sides of it and experience a better learning. In addition, the students did not get bored while they had to wait the other students who had not finished doing the tasks.

A student from middle level also added that the tasks exposed to the students were adequately challenged. They were not too easy or too difficult although the tasks supports provided for the middle level students were less than those provided for the students from the bottom level. It is shown in the following interview.

....

P : Kalau untuk aktivitas belajarnya gimana? Tingkat kesulitannya gimana? Terlalu sulit atau terlalu mudah? Sudah cukup menantang kah?

(What do you think about the tasks you have received? How is the difficulty level? Are they too difficult or too easy? Are they challenged enough?

S4 : Ya...cukup lah mbak. Pokoknya saya bisa mengikuti lah Mbak.

(Yeah. They are challenged enough. I can follow the tasks well.)

P : Mm...Berarti cukup menantang gitu dek?

(Umm...it means that they were challenged enough, right?

S4 : Iya Mbak.

(Yes.)

....

(Appendix 3, Interview 9, November 30, 2010)

From the discussions dealing with Interview 5 and 9, it can be concluded that the implementation of tiered tasks brought some positive impacts to the students. The tasks exposed to them were appropriately challenging. For this reason, it can be said that tiered tasks were effective to facilitate the students' learning. Although each of the students' levels received different supports, they were not discriminated. They could utilize the task supports well and be able to accomplish the tasks without any significant barriers. Furthermore, they got enough stimuli before writing a particular text.

However, some students from lower level had a rather different opinion about the implementation of tiered tasks. It was reflected on Interview 7.

....

P : Jadi menurutmu, selama belajar Bahasa Inggris pake tiered tasks ini gimana?

(So, what do you think about learning English through tiered tasks?)

S3 : Kalau saya sih nggak masalah Mbak. Tapi temen-temen yang lain....Mm...kan ada warna merah, kuning, hijau ya Mbak? Lama-lama mereka juga akan ada yang ngrasa terdiskriminasi juga. Itu kan tingkat kesulitannya beda kan Mbak?

(.... I have no problem with that. But some of my friends have different opinion. Mm...there are red, yellow and green groups, right? Some of them feel discriminated since the level of task difficulty is different, isn't it?)

P : Iya.

(Yes.)

S3 : Nha itu. Misalnya kalau merah ya Mbak. Itu kan ada di tingkat mm... paling bawah gitu kan Mbak? Kalau ada yang negative thinking duluan ya jadi males. Tapi kalau yang sadar ya, oh kemampuan saya memang segini, berarti saya harus belajar lagi.

(That's it. For example, the red groups include the students from the lowest level, right? Those who think negatively about tiered tasks will be lazy to do the tasks. But, those who recognize their ability will be motivated to improve their learning.)

....

(Appendix 3, Interview 7, November 26, 2011)

Interview 7 shows that some students still felt discriminated by the presence of differentiated supports of the tasks. They failed to find the relevance of tiered tasks to their learning needs. They think negatively by being exposed to the tasks with different supports for each level. They felt that they were ignored by being place in the lowest level. Then, it made them lazy to do the tasks and reluctant to participate actively in the teaching-learning process.

From the discussion presented previously, it can be concluded that tiered tasks could improve the students' involvement in the classroom. During the implementation of the tasks, the students were stimulated to participate actively in the learning activities (Picture 6 and Picture 8). The high-ability students were encouraged to experience a better learning by being exposed to the tasks with less

supports. They were motivated to explore their actual ability as gifted learners. On the contrary, the low-ability students were also not left behind during the teaching-learning process. As they received appropriate supports to accomplish the tasks, they were able to do the tasks successfully.

The students' learning improvement was also proven by the improvement of the mean of the students' scores in Cycle 1, from 60.69 to 67.19. When the student's success had been highly promoted, their learning motivation improved. Once they were successful to accomplish certain task, they were motivated to do the other tasks better. The improvement of the students' learning motivation was reflected on their active participation while doing the tasks. However, until the second meeting, most of the active participants were still the high-ability students. This condition is reflected on the following interview.

P : Gimana Bu pembelajaran hari ini?

(How about today's teaching-learning process, ma'am?)

GBI : Anak-anak lumayan aktif ya. Tapi sepertiga sampai setengahnya anaknya memang masih itu-itu saja.

(The students were active enough. But one third to a half of them still the self-same students).

P : Iya sih Bu.

(Yeah, I know ma'am.)

GBI : Tapi mereka yang diam itu mungkin juga tahu jawabannya. Tapi ya mereka memang enggan untuk aktif itu. Tapi ketika diterangkan mereka memperhatikan. Hanya sedikit sekali kok yang tidak memperhatikan.

(But, those who were quiet may know the answers for the questions. They were only reluctant to be active. But, when the teacher gave some explanation, they paid attention. There were only a few students who ignore the explanation.)

(Appendix 3, Interview 6, November 23, 2010)

Although all students did not participate actively during the writing learning process, they paid much attention when the teacher gave explanation. There were only a few students who ignore the explanation (Picture 15). Considering the condition reflected on Interview 6, the students needed to be motivated in order to actively participate in the teaching-learning process. So, there were no students who always dominated the class activities. It was beneficial to ensure that the students could really experience learning.

One kind of the task supports provided for the students was some lists of difficult vocabulary found in the model texts. In doing the tasks, the students were challenged by being provided with different ways for each level to learn the vocabulary. In the same way, this kind of learning activity could also enrich the students' vocabulary which was useful to help them write better (see the students' writings in Appendix 7). Differentiating comprehension questions to understand the texts was another way to tier the tasks. The comprehension questions were modified into some types to fit into the different learning needs of the students. Doing so, the students could get the main idea of the text by moving through different ways. They were able to gather information and express their understanding on the text by utilizing their actual ability.

The students were also provided with varied ways they could explore ideas. They received different supports that could stimulate them to generate ideas and transfer the ideas into readable written products. The students from all levels were motivated to explore their creativity to write certain kind of text by utilizing some clues given. It can be seen from the improvement of the students' writing

scores (see Appendix 8). This improvement is in line with Tomlinson's opinion (2001: 80-81), the implementation of tiered tasks is indeed categorized to be effective if the students' responses to the tasks are appropriate to their learning needs as well as the specific learning goals.

There were some difficulties appeared while the students did the tasks. Sometimes it was difficult for them to understand the tasks instructions. This ineffectiveness was reflected on Interview 10.

....
P :Tadi pembelajarannya bagaimana Bu? Anak-anak diberi PR malah pada belum selesai begitu.

(How about the teaching-learning process, ma'am? Many students have not done the homework.)

GBI : Iya. Ada beberapa dari mereka yang bingung dengan perintahnya. Tapi tadi, ketika saya sempat keliling, beberapa anak, terutama kelas atas, tugasnya sudah dikerjakan.

(Yeah. Some of them were confused with the instructions. But, when I checked they work, some students, especially from upper level, have finished doing the task.)

P : Tapi ada juga yang sama sekali belum mengerjakan Bu.

(But, there were students who have not done the task at all.)

GBI : Ya begitu lah Mbak. Kelas atas memang lebih aktif begitu.

(Yeah, it's always like that. The upper level students are more active in doing the tasks.)

....
 (Appendix 3, Interview 10, November 30, 2010)

The problem depicted in Interview 10 appeared when the students did Activity 16. They should write a content paragraph of a letter based on the given clues. However, some students were confused with the instructions, so they were not able to do the task. Another problem illustrated in the interview was that the upper level students were still more active doing the tasks than the lower-ability ones. Some lower level students were indeed showed some learning improvement

in terms of learning achievement, but they were still reluctant to participate actively in the teaching-learning process.

b. Employing varied task settings

In this research, the implementation of group working was maximized. It was done without setting aside individual task setting. Group working was indeed useful for the teacher to manage the mixed-ability class well. Besides, the implementation of tiered tasks indeed required group working in order to control the progress of the students from each level. The implementation of group working helped the students to experience learning. This impact is reflected in Interview 5.

-
-
- P : Nha trus apa tanggapan kalian dengan bekerja dalam kelompok?*
(What do you think about working in groups?)
- S1 : Wah seru Mbak. Pekerjaan juga jadi lebih baik.*
(It was excited. The works also became better.)
- S2 : Iya. Iya.*
(Yeah.)
- P : Maksudnya pekerjaan jadi lebih baik?*
(What do you mean by the works became better?)
- S1 : Ya kan kita jadi bisa sharing sama temen.*
(We could share our ideas to our friends.)
- P : Jadi bisa diskusi gitu ya?*
(You could have more discussions, right?)
- S1 : Iya Mbak.*
(Yes.)
- S2 : (mengangguk-angguk)*
(Nodding her head.)
- S1 : Kita juga jadi aktif.*
(We also became active.)
- P : Semua jadi bisa ikut berpartisipasi dalam mengerjakan task ya?*
(All of you could participate in doing the tasks, couldn't you?)
- S1 & S2: Iya Mbak.*
(Yes.)
-

(Appendix 3, Interview 5, Novemeber23, 2010)

Interview 5 was conducted to the students from up tier. They possessed some positive views about working in groups. According to the students, working in groups could help them to experience a better learning as they could share their ideas to their partners while doing the tasks. Furthermore, the students were also motivated to be active learning participants (Picture 5). All of the group members got equal chance to participate in doing the task since they were urged to be responsible to the group works.

The implementation of group working also brought a positive impact dealing with the presence of negotiation of the learning problems among the group members during the writing learning process. It is shown in the transcript of Interview 9.

-
-
- P : Trus kalau bekerja dalam kelompok gimana? Membantu nggak?*
(What do you think by working in groups? Does it help you?)
- S4 : Iya Mbak. Kalau biasanya kerja sendiri itu merasa sulit, kan paling deket tanya sama temen sebelah. Kalau dia pas bisa ya bisa, tapi kalau enggak ya enggak.*
(Yes. It was more difficult to work individually or further, we only had a discussion with our seatmate. It was not always successful.)
- P : Jadi kurang maksimal gitu ya?*
(It was less effective, wasn't it?)
- S4 : Iya Mbak. Kalau di kelompok kan bisa saling tanya.*
(Yes. By working in groups, we could have more discussions.)
- P : Bisa share ya?*
(You can share your ideas, right?)
- S4 : Iya.*
(Yes.)
-

(Appendix 3, Interview 9, Novemeber 30, 2010)

From the interview it can be seen that working in groups enabled the students to negotiate a particular learning problem occurred during the teaching-learning process (Picture 4). If they found any learning difficulties, they could

discuss the problems with their partners rather than solve them by working individually. Sometimes it was difficult for the students to do the tasks individually. Having a discussion with a seatmate was not always successful. Therefore, they preferred working in groups to do the tasks. There were more discussions while working in groups than working individually. It was because the students could negotiate the learning problems with the other group members.

A rather different perspective dealing with group working is shown in Interview 7.

....
P : Nha trus kalau grup work dek, kamu setuju nggak?
 (Do you agree with group working?)
S3 : Kalau saya sih setuju Mbak. kalau yang sadar mau mengerjakan, itu malah akan memacu, kan bisa bareng-bareng mengerjakan jadi cepet. Tapi kalau yang males ya terus 'njagakke', temen-temen aja yang mengerjakan.
 (I agree with that. For those who are willing to do the tasks, it can motivate us to learn better. We can work together and finish the tasks more quickly. But, those who are lazy will only depend on others in doing the tasks.)

 (Appendix 3, Interview 7, November 26, 2010)

The students could take another advantage of group working, i.e. using the time allotted for accomplishing the tasks more effectively. Because they worked together, they were able to finish the tasks more quickly. They were motivated to do the tasks better. However, there were also some students who failed to take some benefits from group working. Some students became passive by only depending on others in doing the tasks. They were reluctant to utilize their actual ability. This condition required the teacher's role to motivate those students to be responsible to their own learning.

Dealing with the classroom management, group working helped the teacher give feedback to the students more effectively. During the writing learning process, feedback was given to the groups rather than to each student. Giving feedback to the students one by one was sometimes ineffective because of the time limitation for conducting the English lesson in the class. It was also more effective for the students to process the feedback they received by working in groups. There were more negotiations among the group members to solve any learning problems based on the feedback given by the teacher (Picture 4).

Besides receiving feedback from the teacher, the students also received it from their partners. Peer feedback occurred in group working was proved to be able to provide adequate supports during the writing learning process. It means that the process of reviewing and evaluating of the students' writing run more effectively. It motivated the students to be active teaching-learning participants. They should be more aware of some mistakes made by their partners. They should also be able to correct their mistakes based on the feedback they received. Here, the students were also appropriately challenged.

Individual tasks were also implemented in order to challenge the students as independent learners (Picture 1). The implementation of individual tasks provided the students with an opportunity to explore their own ability without being influence by others. It was also useful to monitor the development of each student after doing the tasks which had task supports suitable with their different ability and learning needs. Even, some students expected to be exposed to more individual tasks. Thus, the employment of varied task settings should be improved

in order to enhance the effectiveness of the action to solve the problems dealing with the writing learning process.

4. Findings of Cycle 1

From the observation and the reflection, the findings of Cycle 1 are presented as follows:

a. Concerning the tiered task supports

From the discussion presented previously, tiered tasks were effective to facilitate the students' learning in a mixed-ability class although there was still some ineffectiveness in the implementation of the actions. The most important impact of the implementation of tiered tasks was the improvement of the students' learning motivation. It was because the students from each level received appropriate supports while doing the tasks. Based on Field Note 3, Interview 5, and Interview 9, the tasks could challenge the students appropriately since the task supports offered a proper path that the students could use to accomplish the tasks. This conclusion is categorized to be valid since it fulfils the requirements of process validity and democratic validity. The conclusion is also reliable based on space and investigator triangulation.

The low-ability students were not left behind and the high-ability ones were encouraged to explore their ability appropriately. Since they were able to do certain tasks well, they were encouraged to do the other tasks better. It means that they were motivated to do a better learning. In short, tiered tasks promoted learning success which then led to the improvements of the students' learning

motivation. The improvement of the students' achievement was proven by the improvement of the mean value of the students' scores, from 60.69 to 72.28.

The students' self-esteem, i.e. the students' positive judgement about their own ability, was also developed as the impact of the improvement of the students' success. It was proven by the active participation of the students during the writing learning process. This condition was depicted on Picture 6 and Picture 8. It means that it was effective to provide varied levels of tasks and activities that ensure the students success by exploring and practicing a particular learning concept at their level of ability.

Tiered tasks could improve the students' participation in the teaching-learning process. As the consequence, they were more willing to express understandings on certain text. The students were also motivated them to generate ideas and transfer them into readable written products more effectively. It was concluded based on Field Note 4 and depicted on Picture 7. Thus, the process validity of this result has been fulfilled. In addition, the tasks enabled the students to finish the tasks punctually. The high-ability students were also not bored waiting those who had not finished doing the tasks. This way promoted learning equity among the students. This result is reliable based on investigator triangulation since consistent data gathered from two different observers.

Unfortunately, some students still felt discriminated by the tiered supports. Some of them also failed to utilize the supports given to them because it was difficult for the students to understand some of the tasks instructions. In addition, the high-ability students still dominated the writing learning process. Thus, it was

necessary for the researcher and the teacher to modify the action in the next cycle in order to improve the effectiveness of the implementation of tiered tasks.

b. Concerning the employment of varied task settings

The employment of varied task settings could improve the writing learning process in a big and mixed-ability class. The appropriate task settings which were chosen based upon the students learning needs as well as task procedures could facilitate their learning. Group working was an effective task setting to cope with the condition in a big and mixed-level class. It was proven to be effective to offer a relaxed learning climate to the students. This result was concluded based on Field Note 4 and was depicted on Picture 9 as well, and is categorized to fulfil the requirements of process validity.

In a relaxed atmosphere, the students were encouraged to participate actively in the teaching-learning process. Based on Field Note 6 and Interview 5, there was a great deal of discussions among the students during group working. They could share opinions and negotiate the learning problems with others. The ideas generated in groups were also more extensive and detailed (see the students' writings in Appendix 7). Based on Field Note 4, the feedback was effectively delivered by the teacher during group working. It was easier for the teacher to talk to some students in groups rather than to each student while giving feedback. Furthermore, the students then could discuss the feedback they received in groups. Based on the requirements of process validity and democratic validity, these conclusions are categorized to be valid. In addition, the consistent results which

were obtained from the different observers (investigator triangulation) show that this conclusion is reliable.

Besides working in groups or in pairs, the students were also given opportunity to work individually (Picture 1). Thus, they were exposed to some individual tasks in which they should work independently. These tasks were aimed at monitoring the students' development as independent learners. The individual tasks were mostly in the form of free production task. The students' learning improvements after receiving adequate supports while doing the bridging tasks were then investigated.

However, the implementation of group working also had some ineffectiveness. Based on Interview 7, some of the students still depended on others in doing the tasks. They were not willing to be active learning participants. This condition brought a negative impact to other group members. They refused to work together with the passive students. It of course inhibited the learning process. For this reason, the implementation of appropriate task settings needs to be modified in order to provide more effective task settings for the students. In addition, some students wanted to be exposed to some more individual tasks because group works were implemented too often.

C. The Report of Cycle 2

1. Planning

Based on the findings elaborated in the previous section, it was found that tiered tasks were effective to improve the writing learning process in terms of students' learning motivation, their participation and classroom management.

However, there was still some ineffectiveness found during the implementation of the actions. The ineffectiveness is as follows:

- a. Some students were still discriminated by the tiered tasks.
- b. The high-ability students still dominated the learning activities.
- c. Sometimes it was difficult for the students to understand the tasks instructions.
- d. Some students tended to depend on others to do the tasks in group working.

Considering the problems found during the implementation of the actions in Cycle 1, the researcher and the teacher had some discussions to plan the actions to be implemented in Cycle 2. This process was done to fulfil democratic validity. Actually, the actions were just the same as those implemented in Cycle 1. However, the implementation of the actions was modified as a way to overcome the problems. The actions are elaborated as follows.

- a. Tiering the task supports

In order to deal with the problems raised in Cycle 1, a unit of tasks were then developed by the researcher and the teacher. It fulfils the requirements of democratic validity since the process of developing the tasks were done collaboratively. The topic of the unit was understanding simple instructions. Through the tasks, the students learnt how to write a procedure text. The unit of the task was presented in Appendix 6. These tasks were also tiered based on the students' level of proficiency.

How the tasks were differentiated was just the same as it in Cycle 1. However, some pictures were also provided as task supports in Cycle 2. The use of pictures was aimed at helping the students to generate ideas before writing and

providing them with a clear picture of certain topic. Besides, the teacher's clear explanation about the tasks instructions was also required in order to give a clear map for the students to accomplish the tasks. Thus, the students could do the tasks effectively.

Some lesson plans were then developed as the basis for the teacher to conduct the teaching-learning process by implementing tiered tasks. In the implementation of the tasks, the teacher's role as a controller was improved. I was because the students' participation needed to be appropriately managed to engage them to every learning activity. Thus, all of the students were participate actively in the teaching-learning process and the learning equity was well-developed.

b. Employing varied task settings

The employment of the task settings in Cycle 3 was modified as a way to provide equal chance for all students to take part in the teaching-learning process. The students worked in the same groups as in Cycle 1. For this reason, the teacher's role to control the students' behavior needed to be improved. There were groups which consisted of disruptive students. If their behavior was not managed well, the other students would be disturbed. Thus, the students were warned to manage their behavior during the teaching-learning process. This action was taken by considering the result of Interview 6 which fulfils democratic validity.

Besides improving the quality of the teacher's role as a controller, it was also necessary to group the students randomly once in a while. This was aimed at motivating the students to be ready to work with any body in the classroom. It made them to be responsible with their own learning. In addition, the students

were exposed to more individual tasks. Group works which were implemented too often might neglect some students' learning preferences. Thus, the task settings were employed in a more balanced way than the implementation in Cycle 2. This action was taken to fulfill process validity.

2. Actions and Observation

The stage of the implementation of the actions in Cycle 2 was carried out in four meetings. They were conducted on January 5th, January 7th, January 19th, and January 21st 2011. The implementation of actions in Cycle 2 is described as follows:

a. Tiering the task supports

From the reflection stage in Cycle 1, it was found that the students' involvement in the teaching-learning process improved. However, the teaching-learning activities were still dominated by high-ability students. It was based on the result of Interview 6. Being discriminated by the differentiated tasks was one of the causes of that problem. This made them reluctant to do the tasks and they tended to be passive learners. To deal with this, the students needed to be convinced with the importance of tiered tasks to facilitate their learning. At the beginning of the teaching-learning process, what was done by the teacher is shown in the following field note.

-
5. The teacher gave worksheets to the students. She also restated the goal and the rules of the implementation of tiered tasks in which the students were going to receive learning tasks with different supports for each level. She convinced the students about the importance of tiered tasks which was aimed at facilitating the different learning needs of the students. The students agreed to learn through tiered tasks.
-

(Appendix 2, Field Note 7, Wednesday/ January 5, 2011)

It was indeed important to make the students understand the relevance of the tasks with their learning needs. When they had understood with what they were doing, they would do that willingly. After the students agreed to be exposed to tiered tasks, the students were directly exposed to those kinds of tasks. Basically, the tasks implemented in Cycle 2 were similar with those implemented in Cycle 1. However, the implementation of tiered tasks in Cycle 2 maximized the employment of the teacher's role as a controller.

The first task exposed to the students was Activity 2. After doing the warming-up activity by answering some questions in Activity 1, the students were provided with an incomplete recipe. The students completed the recipe based on the dialogue they listened. Before completing that recipe, the students had to study some difficult words they were going to find in the dialogue. In studying those words, each of the students' tiers received different task supports. For the students from bottom tier, the meanings of the words had been provided. The middle tier students had to match the words with the meanings provided. The students from up tier had to look for the meanings by themselves since they were not provided with the choices of the words' meanings. The result of this task can be seen in Field Note 7.

-
11. The list of difficult words helped the students to understand the input text exposed to them. The students were able to fill in the blanks of the recipe by writing the words in correct spellings based on the information they heard.

....

(Appendix 2, Field Note 7, Wednesday/ January 5, 2011)

From the field note it can be seen that the students were able to accomplish the task well. It was because they could utilize the provided supports appropriately. The students' seriousness in doing the task was depicted on Picture 10. Actually, the presentation of a list of vocabulary functioned to help the students understand the input text. It could enrich the students' vocabulary which was then useful for their learning of writing. How the students use the vocabulary was reflected on the students' writings which were presented in Appendix 7. Besides, this task challenged the students according to their ability by providing different ways to learn the vocabulary. They were not merely asked to learn the vocabulary with the meanings provided.

In doing the next task, i.e. Activity 4, the employment of the teacher's role as a controller was maximized. This action was done after considering the result of Interview 6 which fulfils democratic validity. Activity 4 required the students to answer some questions based on a dialogue about how to do something. The students from bottom level should match the questions with the answers provided. The middle level students were given some multiple choice questions. Some open-ended questions were given to the students from up level. Although the form of comprehension questions was different for each level, they required the answers which represented the same basic concept of the text.

The situation while the students discussed the answers of the comprehension questions is depicted in the following field note.

-
14. The students discussed the answers. The teacher invited the students present the answers. She gave more chance for those who were rarely willing to answer questions. The students could accomplish the tasks without any significant difficulties. Even, the low-ability students were more willing to answer the questions.

(Appendix 2, Field Note 7, Wednesday/ January 5, 2011)

Field Note 7 shows that a greater chance to answer the questions was given by the teacher to those who tended to be passive during the writing learning process in Cycle 1. This was aimed at promoting equal students' participations. By doing so, all of the students were motivated to be active teaching-learning participants. They even presented the answers enthusiastically. It was shown on Picture 12. This conclusion was categorized to be valid since it fulfils the requirements of process validity.

Tiered comprehension questions were also employed in Activity 8. The students stated true or false based on the text provided. Then, they had to show the evidence that supports their answers. The bottom and middle tiers students were provided with some choices of the evidence. However, the students from middle level were received a greater amount of choices than those from bottom level. It made the tasks more demanding. The students from up tier were not provided with the choices of the evidence, so they should find the evidence by themselves.

The field note below depicts the situation while the students discussed the answers of Activity 8.

-
5. The students guided by the teacher discussed Activity 8 which had been done as homework. The students from bottom, middle and up levels were active to present their answers voluntarily. The students from bottom and middle levels could choose the correct evidence for the answers. They were helped by the supports provided for doing the task. The up level students were also able to find the evidence by themselves.

(Appendix 2, Field Note 8, Friday, January 7, 2011)

From Field Note 8 it can be seen that the students from each tier were appropriately challenged by the given tasks. On one hand, the choices of evidence functioned as task supports that helped the low-ability students to answer the questions. Thus, it was easier for them to comprehend the text. On the other hand, leaving the high-ability students without any supports to do the tasks encouraged them to explore their ability more maximally. This way indeed worked because they were able to identify the evidence that supported their answers although they were not provided with any choices.

In relation to the students' involvement, Field Note 8 shows that the students' learning motivation also improved. After they were encouraged to contribute actively while doing some of the previous tasks, they could experience success. Therefore, they were motivated to do the next tasks. This was proven by the students from all tiers who were willing to answer Activity 8 voluntarily without being invited by the teacher. It means that the students' self-esteem improved. This conclusion is categorized to be valid because it fulfils the requirements of process validity.

The students continued to do Activity 10. Before doing this task, the students should identify the patterns of degrees of comparisons by taking an example from the text. Then, they did a grammar exercise related to the use of degrees of comparison. The implementation of Activity 10 shows in the following field note.

7. ..., the students did Activity 10 individually. The students should write some sentences containing the use of Degrees of Comparison based on the given data. This activity was tiered as follows:

Tier I: For each number, the students were provided with to choices of adjectives of the data that should be compared.

Tier II: The students were provided with the adjectives that should be compared in the box, and they should find the appropriate adjectives for each data.

Tier III: The students should identify themselves what adjectives should be compared for each data.

8.

9. Generally, most of the students from each tier could utilize the supports provided for doing the task. The bottom tier could know easily what adjectives that should be compared while the middle tier was able to choose the appropriate adjectives provided to make comparisons for each data. The up tier was also able to identify the adjectives that should be compared in each data.

(Appendix 2, Field Note 8, Friday, January 7, 2011)

The field note shows that the task provided appropriate ways for the students from each tier to explore their ability. The bottom tier students were helped by the choices of adjectives provided. The middle tier students also received the same advantage as the bottom tier ones. However, they were provided with more challenges by being exposed to the greater amount of choices. It required them to think harder in order to identify the appropriate adjectives to be compared in each number.

The students from up tier obtained a different advantage from the task. They were not provided with any choices the adjectives. They were challenged by being required to identify the adjectives to be compared by themselves and fortunately, the students were successful to deal with this. The students' active participation in presenting the answers of the tasks on the blackboard indicated that the task was implemented successfully in this action. This condition was shown on Picture 14.

The next tiered task was reflected on Activity 15 in which the students completed a paragraph of operating a photocopier by using the clauses provided. The students had to choose one of the clauses which were presented in different amount for each tier in order to challenge them appropriately. The clauses for the students from bottom tier were provided in the same amount as the number of the missing parts of the paragraph. The middle and up tier students received greater amount of the clauses. The field note below shows the result of the implementation of Activity 15.

-
10. At the beginning of discussing the answers, some students from up tier still chose the wrong clauses to complete the paragraph. Then, the other students including those from bottom tier correct their answers. Soon after they realized their mistakes, they could correct the next answers.
 11. In doing this task, the low-ability students were not left behind and even, they were confident to correct the high-ability students' wrong answer. Then, the students from bottom tier were more eager to present the next answers, which meant that their learning motivation improved. The low-ability students became more active and the high-ability students did not dominate the class activity anymore.

(Appendix 2, Field Note 9, Wednesday/January 19, 2011)

Activity 15 train the students to think based on their intellectual development. On one hand, the high-ability students were motivated to think harder by receiving a greater amount of choices. The greater the amount of choices was, the more demanding the task was. This accustomed the students to work out of their save zone, so they were appropriately challenged. Although the high-ability students got a trouble at the beginning of accomplishing the task, they could make it up then. On the other hand, less choices received by the low-ability students offered them with a comfort zone of learning since the task was not too demanding for them.

Being successful to do the task well made the low-ability students more active to contribute during the discussion because their self-esteem has improved. They were more willing to present the next answers after realizing that they were able to provide the correct answer at the beginning of accomplishing the task. Even, being able to correct the wrong answer made by the high-ability students could motivate them to be more active learners. It means that they were not discouraged by the higher ability possessed by the high-ability students. In addition, the class activities were not dominated by the high-ability students anymore.

Next two tiered tasks, i.e. Activity 16 and activity 18, reflected the use of pictures as tasks supports. In Activity 16, the students should arrange some jumbled steps of “sending some documents by using fax machine”. The students were provided with some pictures of the steps as the supports. The supports were tiered by omitting some pictures for middle and up tiers. How the students dealt with the task is depicted on the following field note.

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6. The pictures on some students’ worksheets were not clear enough so that they were disappointed. Then, they looked at their classmates’ worksheets to get the clear pictures. Finally, they could do the tasks well by utilizing the pictures to help them do the task. The middle and the upper level students were able to arrange the steps although some pictures were omitted.
(Appendix 2, Field Note 9, Wednesday/January 19, 2011)
-

The main problem found in the implementation of Activity 16 laid on the pictures on some students’ worksheets which were not clear enough. However, the students could deal with this problem by looking at their classmates’ worksheets to get the clear pictures. Furthermore, the implementation of this task could challenge the students from both bottom and up levels well. The omission of some

pictures was aimed at challenging the students from upper tiers by offering less support. They were required to understand each written step to get a clear map of the process. Basically, the pictures were effective to help the students' writing learning process since they could give a clear depiction of the steps of sending a document through a fax machine. This conclusion is valid since it accomplishes the requirements of process validity.

The pictures could indeed be a choice to provide support for the students to do the task. It was easier for the students to generate ideas before writing because they were provided with a clear depiction related to the required topic. Activity 18 was aimed at achieving this goal by asking the students to write instructions based on the provided pictures. This task was tiered in order to facilitate the students' learning appropriately. For the bottom tier students, the verbs used for writing the instructions were provided in each number. The students from middle tier chose the appropriate verbs provided in the box for writing the instructions. The up tier students were not provided with any choices of the verbs, so they determined the appropriate verbs by identifying the pictures.

The positive result of the implementation of Activity 18 is shown in the following field note.

-
7. Most of the students were able to write the appropriate instructions based on the pictures. The bottom level students could write correct instructions by using the verbs provided. The middle level students were able to choose the correct verbs provided and use the verbs to write the appropriate instruction. The students from up level were also able to determine the verbs for the instructions by themselves.
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(Appendix 2, Field Note 9, Wednesday/January 19, 2011)

For the bottom level students, the pictures functioned to provide a clear image of any aspects included in the actions shown in the pictures. Since the verbs of the instructions had been provided for them, they just needed to identify the objects engaged to the actions based on the pictures. For example, the students had a verb of 'press'. By looking at the picture, the students could identify 'what object is pressed'. Then, the students were able to write a correct instruction like "Press the power button." This stimulated the students to generate ideas better by being appropriately challenged.

The middle level students also took the similar advantage as those from bottom tier. However, besides functioning to help the students in identifying the objects engaged in the actions, the pictures for the middle level students also helped them choose the appropriate verb from the choices offered. The up level students also utilized the pictures to help them determine the appropriate verbs for writing the instructions since they were not provided with the choices of the verbs. The students' seriousness in doing this task was depicted on Picture 2. The conclusions dealing with the use of pictures have fulfilled process validity.

b. Employing varied task settings

Different from the implementation in Cycle 1, in which group work was maximized, the students were given grater opportunity to work in pairs or individually. The students worked in groups while they were playing a game only. There were two games implemented in Cycle 2, i.e. 'What's the Difference' game and 'Pass the Message' Game. The first game (Activity 12) was designed to facilitate the students to learn the use of degrees of comparison. The students were

asked to make some comparisons to show the difference among the objects or people mentioned by the teacher.

How the students were grouped in playing the game was described in the following field note.

6. In this game, the students worked in groups. The teacher asked them to work in the usual groups, but for some minutes they did not make any movement. Thus, the teacher decided to group them randomly.
(Appendix 2, Field Note 9, Wednesday/January 19, 2011)

The field note shows that a firm control of the teacher was really demanded during the teaching-learning process. The students were grouped randomly in order to accustom them to work with anyone in the class. It also offered the students with a different group atmosphere as they did not work with the partners coming from the same tier. During the group work, the teacher's role as a controller was improved since the teacher was successful to make sure that all of the students participated actively in group discussions.

8. The students were active to write their sentences on the blackboard since they did not want to be punished. Group work run well. One student wrote the sentence on the blackboard, the other group members helped her to write the correct sentence.
(Appendix 2, Field Note 9, Wednesday/January 19, 2011)

Field Note 9 shows the result of the implementation of Activity 12. From the field note it can be seen that the students' group work in playing the game could run well. The group members worked cooperatively to produce the correct sentences. All groups vied each other to write the sentences on the blackboard (Picture 13). Even the students were willing to give feedback on the sentences written on the blackboard (Picture 11). This conclusion fulfils process validity.

In doing Activity 6, the students were required to work in pairs. They worked with a partner coming from the same tier. The students were asked to rearrange some expressions into a good dialogue. Because the students received adequate supports from peers, there were a great deal of discussions and negotiations among the students. It means that they were appropriately challenged. The positive result of the implementation Activity 6 is shown in the following field note.

18. After all of the students finished doing the tasks, the teacher asked a pair of students to present their dialogue. Unfortunately, this first pair read the dialogue softly so the other students could not identify whether they have had a right arrangement. Then, the teacher asked the other pair to present their work. All of the students agreed with the arrangement which has been right.
(Appendix 2, Field Note 7, Wednesday/January 5, 2011)

In some cases, group working did not run effectively. While working in groups some students tended to talk something out of the topic of the learning materials. In order to minimize the occurrence of students' useless noise, individual work was implemented. One of the individual tasks implemented in Cycle 2 was Activity 2. In this task, the students should complete a recipe based on the dialogue they hear. This task was tiered for each level by differentiating the ways the students could learn the vocabulary related to the dialogue they heard. The result of the task implementation is shown in the following field note.

11. The list of difficult words helped the students to understand the input text exposed to them. The students were able to fill in the blanks of the recipe by writing the words in correct spellings based on the information they heard. Most of the students were able to do this activity well. The students worked independently, not depend on others.
(Appendix 2, Field Note 7, Wednesday/January 5, 2011)

Field Note 7 proves that the students could do Activity 2 well by utilizing the supports given. They were able to write the words in right spellings to complete the dialogue. In relation to task setting, the students were required to work individually. According to the field note, the students worked independently by being exposed to the individual task. This accustomed the students to be responsible to their own learning because they did not depend on others just like when they were working in groups. This condition was depicted on Picture 2 in which the students were doing the task seriously.

Activity 20 is also an individual task. The students should write a simple procedure text containing a series of steps of doing or using something. It was a kind of free production task and was not tiered. The students' understanding on the learning materials and their learning development after being exposed to some tiered tasks as the bridging tasks was assessed through this free production task. From the students' writings in Appendix 7 it could be identified whether they could successfully take benefits from the implementation of tiered tasks.

In doing Activity 20, the students were offered with three choices of topics, i.e. making your favourite food or drink, operating a kind of household or office equipment, and giving some useful tips of doing something to your friend. These choices enabled the students to choose the topic which was interesting for them. The students were more willing to write a text because the topic was interesting. Besides, each student had different point of view about certain topic. Exploring a particular topic might be easy for some students but it was difficult

for others. Thus, it was important to offer them with choices so that they could determine a topic that was appropriate to their learning ability and interests.

Field Note 10 below describes the condition while the students were writing a simple procedure text.

-
5. While the students were writing, the teacher moved around the class to give feedback.
 6. Most of the students were creative in elaborating the topic they have chosen. Because they had been exposed to various kinds of input texts, they were able to use imperative forms and transactional signals appropriately. The grammatical mistakes were also minimized. However, there were also some students who did not know what to write, so they produced poor writings.
-
- (Appendix 2, Field Note 10, Friday/January 21, 2011)

Individual tasks indeed required a harder effort of the teacher to give feedback as they talk to the students individually rather than in groups (Picture 3). Because the students worked independently, it was effective to monitor individual learning development of the students. From the field note it can be identified that most of the students were able to write procedure texts creatively since they wrote based on the topic they had chosen according to their interest. Even, they could use the imperative forms and the transactional signals appropriately. It was reflected on the students' writings presented in Appendix 6.

The various input texts exposed to them were effective to facilitate the students' learning by providing a building block before writing. It was because they could see how some of appropriate imperative forms and transactional signals were used in the texts. Besides, the various input texts also enabled the students to enrich their vocabulary so that they could write better. They used more varied and appropriate words in their writings. The improvement of the students' writings was proven by the improvement of the mean value of the students'

scores. It improved from 67.19444 in the first cycle to 72.27778 in the second cycle. There were only seven students who still got the score under 70 for the second post test. It means that the students' learning achievement improved.

3. Reflection

After Cycle 2 had been carried out, there were some discussions between the researcher and the teacher to evaluate the implementation of the actions. The students were also interviewed to find out the effectiveness of the actions. These processes were done to fulfil the requirements of democratic validity. The detailed explanation about the effectiveness of the implementation of the actions is presented as follows.

a. Tiering the task supports

There were some students who were still passive and felt discriminated by the tiered tasks during the implementation of actions in Cycle 1. At the beginning of Cycle 2, the goal of tiered tasks which was facilitating the students' learning in a mixed-ability class was re-explained by the teacher (Field Note 7). It was aimed at convincing the students that the differentiation of the tasks was not going to discriminate them. Thus, the students could follow the teaching-learning process more willingly and the students' learning success was highly promoted.

In order to ensure that all of the students were involved in every class activity, the teacher's role as a controller was improved. Based on Field Note 7, the students' participation in accomplishing the tasks was controlled more carefully by the teacher. The passive students were motivated to actively participate in class discussions. For example, they were invited to answer

comprehension questions or to write a sentence on the blackboard (Picture 14). Doing so, those who were active were not self-same students. When the students, especially the low-ability ones, realized that they were able to do a particular task, they were not reluctant to express their ideas while doing the other tasks. It was because the students' self-esteem was successfully-developed.

The implementation of tiered tasks could function effectively to improve the students learning motivation. It is proved by the following interview.

-
-
- P : Dek Desi, menurutmu dengan diberikannya tasks yang dibedakan support-nya sesuai kebutuhan belajar kalian ini gimana dek?*
 (Desi, what do you think about the tasks which the supports are differentiated based on the students' learning needs?)
- S5 : Ya lebih baik mbak. Itu kan disesuaikan sama kemampuan kita kan ya Mbak?*
 (That's better. The tasks are developed based on our ability, aren't they?)
- P : Iya.*
 (Yes.)
- S5 : Nha itu kan jadi membantu kita. Task-nya jadi nggak terlalu sulit buat kita.*
 (That helps us. The tasks become not too difficult for us.)
- P : Trus apa itu bikin kalian lebih senang belajar Bahasa Inggris? Lebih termotivasi gitu?*
 (Does it make you more interested in learning English? Does it motivate you to learn English?)
- S5 : Iya Mbak. Kadang juga jadi bisa ngerjain tugas-tugasnya di rumah dulu.*
 (Yes. I am able do the tasks formerly at home.)
-

(Appendix 3, Interview 11, January 5, 2011)

According to the student, the tasks which the supports were differentiated based on the students' ability were really helpful for them. It was because the tasks were not too difficult for the students since they received appropriate task supports. In other words, the students were appropriately challenged. For this reason, the students become more willing to do the tasks which meant that their

learning motivation improved. The students' self-esteem also improved. The improvement of the students' learning motivation is also proved by the Interview 17 which was conducted to the teacher.

....
P : Kemudian, berarti students' involvement atau participation dalam writing learning process itu meningkat Bu?

(Then, did the students' involvement or participation in the writing learning process improve?)

GBI : Iya. Menurut saya ya. Jadi selain kemampuannya, tingkat partisipasi, motivasinya semakin lama semakin meningkat. Nyatanya tidak hanya itu-itu saja yang aktif. Maksudnya yang kelas bawah pun jadi tidak takut untuk ikut aktif.

(Yes, I think so. Besides, their writing ability, their motivation also improved. In fact, those who were active are not self-same students. I mean the lower level students were not reluctant to participate actively in the class activities.)

....
 (Appendix 3, Interview 17, January 26, 2011)

Another part of Interview 17 presented below also clarifies such an improvement of the students' participation.

....
P : Artinya no matter they are high-ability or low-ability, mereka mau aktif begitu ya Bu ya?

(It means that both the high-ability and the low-ability students were active, weren't they?)

GBI : Ya. Dulunya mereka mengatakan Bahasa Inggris itu sulit. Tapi ketika pembelajarannya itu asyik, menyenangkan, nah itu semua siswa dari semua kalangan bisa menikmati dan berusaha untuk aktif. Jadi intinya adalah cara pembelajarannya, cara mengajar, variasi latihan akan menentukan sekali keaktifan mereka.

(Yes. Formerly, they said that English was a difficult subject. However, when the learning process is interesting, the students from all level can enjoy it and try to be active. In short, they way of learning, the way of teaching, and the variety of the tasks will really determine the students' participation.)

....
 (Appendix 3, Interview 17, January 26, 2011)

From the interview it can be seen that the implementation of teaching technique and the variety of the tasks which were appropriate to the students' learning needs helped the students to experience success. If the students were comfortable with the teaching technique and the tasks, they participated actively in every learning activity (Picture 12 and Picture 13). In this case, tiered tasks, as a way to cope with the learning atmosphere in a mixed-ability class, were effective to motivate the students from all levels to be active teaching-learning participants. The improvement of the students' success was also characterized from the improvement of their writing scores (see the students' scores presented in Appendix 8).

A significant improvement occurred after the implementation of tiered tasks was indeed laid on the students' involvement which signified that the students' learning motivation improved. It is proved by the interview below.

....
P : Jadi bisa dijelaskan Bu, perubahan learning motivation nya dari sebelum menerima action sampai setelah, begitu?

(Can you explain the improvement of the students' learning motivation before and after the implementation of the actions?)

GBI : Mungkin ketika dulu saya, metode saya yang tidak terlalu variatif, memang ada beberapa itu ya yang aktif. Tapi biasanya mereka itu dari yang kelompok atas. Kemudian Mbak Asna datang dengan variasi berbeda, ternyata siswa dari kelompok bawah, kelompok menengah pun ikut aktif, ikut menikmati, ikut berlomba ingin menunjukkan saya mau dan saya bisa.

(Formerly, I used unvaried teaching methods. Some students were indeed active, but usually they were from the upper level only. Then, Miss Asna came with some new variations. This motivates the students from the bottom level as well as the middle level to be active. They enjoy learning and were motivated to show that they were willing and able to do the tasks.

(Appendix 3, Interview 17, January 26, 2011)

From the field note, it can be seen that the students tended to be passive when the teaching methods were unvaried. The teaching-learning activities were only dominated by high-ability students. After the students were exposed to tiered tasks, their involvement improved. It was because the students were provided with the appropriate path through which they could experience learning according to their level of proficiency. Thus, the students from lower level were more willing to participate actively in the learning activities. They enjoyed the learning process and were motivated to demonstrate their ideas. This condition was shown in Picture 12, Picture 13, and Picture 14. The conclusion dealing with the students' involvement has fulfilled the requirements of process and democratic validity.

The following diagram is presented to emphasize the effectiveness of tiered tasks to improve the students' learning motivation. The diagram was created based on the students' data gathered by giving a questionnaire in order to investigate the students' learning improvements. In this process, the requirements of democratic were fulfilled.

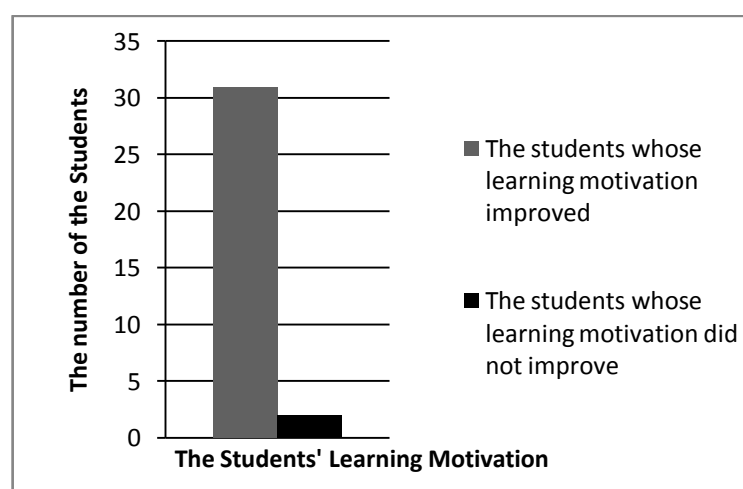


Figure 5: The improvement of students' learning motivation

From the 36 students in the class, there were only 33 students who responded to the questionnaire since the other three students were absent while the questionnaire was given. From the diagram it can be seen that the majority of the students could take benefit from the implementation of tiered tasks. The learning motivation of 31 students improved after they were exposed to tiered tasks. According to the students, the tasks which were differentiated based on their level of ability could motivate them to learn better. They could know their own level of ability and then improve the quality of their learning in order not to be left behind by others. The high-ability students were also appropriately challenged and motivated to explore their actual ability. In addition, tiered tasks could minimize cheating since the students were given tasks with different supports for each level.

The following interview also shows that the appropriate supports could help the students do the tasks.

....
P : Dek, tadi pas jawab pertanyaan gimana? Kan kalian saya beri soal yang sama tapi dengan bantuan yang beda tergantung dari kebutuhan belajar kalian.

(What do you think when answering the comprehension questions in which you were provided with the same questions but you receive different supports depend on your learning needs?)

S6 : Itu bisa bantu kita Mbak. Kan kalau biasanya cuma jawab pertanyaan aja, nggak ada pilihannya. Nha kalau ini kan ada pilihan jawabannya, jadi kita kebantu dan nggak kesulitan.

(That could help us. Formerly, we only received some comprehension questions without any choices of the answers. But, then the choices of the answers offered could help us do the tasks and it is easier for us.)

....
 (Appendix 3, Interview 12, January 5, 2011)

Interview 12 was conducted to a student from bottom tier. The kind of tiered task which was being talked to the student was comprehension questions in which the students were given varied ways to gather information from the input

text. Based on the interview, tiered tasks facilitated the students' writing learning process. It was because the choices of answers provided helped them to answer the questions. The other evidence related to this matter was also shown when the students were doing Activity 18 in which the students were asked to write instructions based on the provided pictures. This task was designed as individual task. This implementation of activity was depicted in Field Note 9. The advantage of using pictures is proved by Interview 14.

....
P : Menurutmu gambar-gambar yang disediakan seperti di Activity 18 itu bisa membantu kamu belajar nggak?
 (In your opinion, were the pictures, like those provided in Activity 18, useful for your learning?)
S2 : Bantu Mbak.
 (Yes, they were useful.)
P : Bantunya gimana?
 (How could the pictures help you?)
S2 : Ya saya jadi bisa membedakan masing-masing kata kerja yang ditunjukkan di tiap gambar itu.
 (I was able to differentiate the verbs shown in each picture.)
P : Jadi bisa membantu construct idea gitu? Maksudnya jadi tau apa yang mau ditulis gitu?
 (It means that it could help you to construct ideas, right? I mean, you could know what you were going to write, couldn't you?)
S2 : Iya.
 (Yes.)

 (Appendix 3, Interview 14, January 14, 2011)

From the interview it can be seen that the pictures could facilitate the students' writing learning process since the pictures helped the students to differentiate the verb shown in each picture. In other words, the pictures facilitated the students to construct idea, so they knew what was going to write. The pictures were useful to provide some clear depictions about certain actions. Thus, it was easier for the students to generate ideas and then express them in the

form of written products. The students' seriousness while doing this task individually was clearly depicted on Picture 2.

The improvement of the students' writing was also influenced by the improvement to the students' vocabulary. The following interview proved this condition.

....

P : Kalau belajar writingnya sendiri meningkat nggak?
(Does your learning of writing improve?)

S8 : Meningkat. Kosakatanya bertambah. Sebelum bahas teks kan disediakan kata-kata sulit dulu, jadi ngerti.

(Yes. I can enrich my vocabulary. Before comprehending a text, we were exposed to some difficult words. It made us easier to understand the text.)

....

(Appendix 3, Interview 13, January 7, 2011)

During the writing learning process, the students were exposed to various input texts before they produced a particular kind of writing. This way could help the students write better. It was because the students received some appropriate models before writing certain text. The input texts also functioned to introduce some new vocabulary to the students. Some difficult words which were presented before the students comprehended the input texts could help the students understand the texts. This conclusion was taken by fulfilling the requirements of process validity and democratic validity.

After being exposed to the input texts, the students knew how to use those words were used in the text. Then, they took into practice by using those words in their writings. This condition was proven by the improvement of the quality of the students' writings (see Appendix 7). The following interview also proved the students' improvements in learning writing.

....

P : Kalau belajar writing nya sendiri gimana dek? Lebih baik nggak? Kalau dulu kan jarang ya aktivitas menulis itu?

(Does your learning of writing become better? Formerly, the writing activities were rarely exposed to the students, right?)

S5 : Iya Mbak. Jadi lebih baik. Kalu dulu kan kalau nulis seringnya dari Bahasa Indonesia dulu baru diubah ke Bahasa Inggris. Kalau sekarang ya sedikit-sedikit sudah bisa gitu mbak nulis Bahasa Inggris.

(Yes, our learning of writing has been better now. Previously, if we had to write in English, we would write in Indonesia and then translated it into English. Now, we are able to write in English better.)

....

(Appendix 3, Interview 11, January 5, 2011)

From Interview 11, it can be seen that before receiving tiered tasks, the students were reluctant to write in English. They tended to write in Indonesian and then translated it into English. When more writing tasks were exposed to them, their writing learning process improved. It was because they were stimulated to have more writing practices. Thus, the students could write better. In addition, the tiered task supports could help them to learn writing since they worked based on their level of ability. It was supported by the result of the post test. Most of the students in the class (29 students) got the writing score over 70. The mean value of the students' score improved from 67.19444 in post test 1 to 72.27778 in post test 2. This conclusion is categorized to be valid because it fulfils the requirements of process validity and democratic validity.

The results of the questionnaire, which were presented in Appendix 4, also clarified the positive impact of the implementation of tiered tasks. Most of the students claimed that tiered tasks could help them in learning writing. It was because differentiated task supports enabled the students to generate ideas by moving through different paths according to their level of ability. The students

were appropriately challenged. The tasks exposed to the low-ability students were not too demanding, so they were not left behind during the writing learning process. The high-ability students were also encouraged to explore their actual ability because the tasks they received were not too easy for them. In short, the students' learning success was successfully promoted.

b. Employing varied task settings

Based on the result of Interview 7, some students only depended on others in doing the tasks during the implementation of actions in Cycle 1. By considering such a problem, the effectiveness of the employment of varied tasks settings was improved. In Cycle 2, group works were only employed while the students played a game. Some students obtained positive impacts from the implementation of group working. It can be seen from the following interview.

....
P : *Trus, lebih seneng kerja kelompok atau sendiri?*
 (Do you prefer working in groups or individually?)
S7 : *Kelompok.*
 (In groups.)
P : *Kenapa?*
 (Why?)
S7 : *Karena kalau nggak bisa kan bisa tanya temen.*
 (If there is any difficulty, I can ask my friend.)
P : *Jadi bisa share gitu ya?*
 (So, you can share with your partners, can't you?)
S 7 : *Iya.*
 (Yes.)

(Appendix 3, Interview 12, January 5, 2011)

During group working, the students could share ideas with their partners. They could solve any learning problems by having some discussions in groups. It was shown while the students played "What's the Difference?" game. When a

student wrote a sentence on the blackboard, the other group members helped her to construct a correct sentence (Picture 13). They were able to minimize the learning barrier and became more comfortable to express ideas since they could cooperate with others. This condition showed that the students became active in doing a class activity. In addition, games minimized the students' boredom since they should not always learn writing by doing many tasks from a particular text book. This condition was proved by the following interview.

-
-
P : kalau belajar pakai games kayak gitu menurut kalian gimana?
 (What do you think about learning through a game?)
Ss : (Tidak ada yang menjawab.)
 (There is no response.)
P : Berhasil menghadirkan suasana baru nggak?
 (Was it successful to offer a new atmosphere?)
S8 : Oh iya. Kita jadi nggak bosen pas belajar.
 (Oh, yes. We do not get bored while learning.)

....
 (Appendix 3, Interview 13, January 7, 2011)

The quality of teacher's control during the teaching-learning process was also improved to ensure that all of the students participated actively in every class activity. Those who tended to be passive were then given more chances to perform their works. This could convince the passive students that they were able to do the tasks and making some mistakes was not a disaster. The students were motivated to be more willing to explore their ability and express ideas in the form of written products.

A positive feeling and relationship among the students were indeed highly required in order to have an effective group working. This condition is clarified in Interview 14 and is categorized to have fulfilled democratic validity.

....

P : Menurutmu belajar dengan kerja kelompok itu gimana? Efektif nggak untuk membantu belajar kamu?

(What do you think about working in groups?)

S11 : Ya kalau bisa saling kerja sama ya efektif. Tapi kalau tidak semua anggota kelompok ikut menyelesaikan masalah ya ujung-ujungnya malah ramai sendiri. Jadi ya tergantung anggota kelompoknya.

(If all group members can cooperate well, it will be effective. But if not all of the group members are involved in solving a particular learning problem, the students will only talk about unnecessary things. So, it depends on the group members.)

....

(Appendix 3, Interview 15, January 19, 2011)

Besides group working, the students were also required to do the tasks individually. The following interview shows some advantages received by the students by working individually.

....

P : Trus, kalau kerja individu, apa manfaat yang kamu dapat?

(Then, what advantages do you receive by working individually?)

S11 : Ya manfaatnya belajar untuk mandiri, mengukur tingkat kemampuan sendiri, sejauh mana kita dapat mengatasi masalah yang kita hadapi.

(I can learn to be an independent learner. I can recognize my ability and how far I can solve my own learning problem.)

(Appendix 3, Interview 15, January 19, 2011)

From the interview it is clear that the individual tasks could motivate the students to be independent learners. It was because they could focus on their own learning when doing the tasks (Picture 2). They could also know their own learning ability and then explore it to solve any learning problems they faced. In short, individual tasks functioned to train the students to be responsible for their own learning. It means that the students became autonomous learners. Besides, by working individually, the students were stimulated to think creatively. Although they needed a longer time to generate ideas, they were motivated not to depend on

others to do the tasks. The students' creativity was reflected on their writings which were presented in Appendix 7. It is proved by the following interview.

....

P : Kalau bekerja individu itu, menurutmu apa manfaatnya?

(What advantages do you get by working individually?)

S12 : Kalau kerja individu, saya lebih bisa kreatif dalam berfikir. Meskipun lebih lama mikirnya kalau lagi nggak paham.

(Working individually motivates me to think more creatively although it takes a longer time for me if the materials were difficult to understand.)

....

(Appendix 3, Interview 16, January 19, 2011)

4. Findings of Cycle 2

From the observation and the reflection, the findings of Cycle 1 are presented as follows:

a. Concerning the tiered task supports

The implementation of tiered tasks in Cycle 2 was effective to improve the students' writing learning process. It was because the quality of the teacher's control in the teaching-learning process was improved during the implementation of the tasks in Cycle 2. The teacher took charge in every movement occurred in the class. It was reflected in Field Note 7 in which the passive students were given greater chance to answer the questions. The students gave positive responses toward this condition by showing their enthusiasm while presenting the answers on the blackboard (Picture 12). This result is valid since it fulfils the requirements of process validity. The reliability of the data is also fulfilled based on investigator triangulation in which two different observers were involved here.

In Field Note 7 it was also stated that the students were convinced about their roles during the teaching-learning process. They also realized that tiered

tasks were not going to discriminate them, but facilitated their learning instead. This situation was as the result of the clear explanation about the instructions as well as the supports which were given by the teacher before they did the tasks.

The implementation of tiered tasks was proved to be effective to facilitate the students' writing learning process in a mixed-ability class because the students were provided with appropriate task supports according to their level of ability. This way could challenge them appropriately. The students were then able to recognize their own ability and were motivated to explore the ability to produce a particular writing. This condition was reflected on the students' writings which were presented in Appendix 7. It can be seen that the students' writings quality improved. It means that tiered task supports were proved as a good way to promote the students' success.

The conclusion dealing with the improvement of the students' writing achievement was supported by the result of the post test. There were 29 students who got the writing score over 70 the second post test. The mean value of the students' score improved from 67.19 in post test 1 to 72.28 in post test 2. Besides, Interview 11 and the results of the questionnaire also signified that the students could learn writing better after being exposed to the input text. This conclusion is categorized to be valid because it fulfils the requirements of process validity and democratic validity. The reliability of the data is also fulfilled based on space and investigator triangulation.

The learning success experienced by the students could improve their learning motivation since the tasks supports provided for the students could help

them to do the tasks more effectively. Once they were convinced that they could do certain tasks successfully, they were motivated to do the other tasks better. The low-ability students were not left behind and were convinced that they could accomplish the tasks well. The high-ability students were also encouraged to do a better learning by utilizing their actual ability. The improvement of the students' motivation was proved by the result of Interview 17. Besides, it was supported by the results of the questionnaire in which 31 students said that their learning motivation improved after learning through tiered tasks.

When the students' learning motivation and self-esteem were successfully promoted, the students' involvement in the writing learning process also automatically improved. The students' active participation was proved by the results of Interview 17 and was depicted on Picture 12, Picture 13, and Picture 14. The students from all levels were motivated to involve in every class activity. Even, the students from lower level performed their works enthusiastically. The conclusion dealing with the improvement of the students' learning success and motivation is valid since it fulfils process validity and democratic validity. The conclusion is also reliable because it fulfils investigator triangulation in which two different observers were involved in gathering the data.

The various input texts exposed to the students also helped them to enrich vocabulary. It also contributed to the improvement of the students' writing quality (see the students' writings in Appendix 7). Better vocabulary mastery helped them write better. The use of picture also helped the students in learning writing. It was because the pictures provided clear depictions about what the students should

write. This condition was based on Interview 14. This conclusion also fulfils process validity and democratic validity. It is reliable, especially space triangulation in which the data were gathered across different students' ability.

b. Concerning the employment of varied task settings

Varied task settings were useful to improve the students' learning. It was because the varied settings were effective to facilitate the different learning profile of the students. In other words, the students could work based on their learning profile if the tasks settings were appropriate. On one hand, it was unwise if the students should always work in groups all the time. On the other hand, it was also unfair if all of the tasks assigned to them were individual tasks. Since there were various students' learning profiles in the class, the task settings were varied. In addition, the teacher's control was highly demanded in order to make sure that all of the students were active and received equal opportunity to participate in the class activities.

In Cycle 2, group working was only conducted when the students learnt writing through a game. In this case, such an activity was effective to facilitate the students' learning since it motivated the students had more discussions with their partners. Besides, the implementation of game also provided a more relaxed learning atmosphere. It was proved by the result of Interview 13. The students' active participation while playing game was proved by the observation result which was presented in Field Note 9. It was also depicted on Picture 13. In addition, peer feedback was also highly promoted here. It was shown in Picture 11 and was supported by Field Note 9.

Individual work which was assigned to the students allowed the students to work by themselves without any chance to rely on others. Based on Interview 15, the individual work encouraged the students to be independent learners who were responsible with their own learning. It means that the students became autonomous learners. Moreover, by working individually, the students were motivated to think creatively based on their level of ability. This was clarified by the result of Interview 16. The conclusions dealing with the employment of varied task settings are categorized to be valid because they fulfil the requirements of process validity and democratic validity. In addition, the conclusions are also reliable. They are proven by investigator triangulation.

D. General Findings

In reference to the implementation and the reflections of the actions in Cycle 1 and Cycle 2, the general findings were identified as follows:

1. The implementation of tiered tasks could improve the students' writing learning process, especially in a mixed-ability class. The tasks which were given to the students were differentiated in terms of task procedures. It was done by tiering the task supports based on the students' readiness. Such a way could improve the students' involvement in every learning activity because they were provided with appropriate scaffolding according to their level of ability to do the tasks. On one hand, the students from lower level were not left behind since they received more task supports than the upper level ones which could help them accomplish the task well. On the other hand, the upper level students were encouraged to do a better learning by being exposed to the tasks

with less supports than those exposed to the lower level students. Thus, they were motivated to utilize their actual ability and were avoided from boredom.

2. The implementation of tiered tasks could also improve the students' learning motivation and self-esteem. Once the students were successful in doing a particular task because of the appropriate task supports they received, they were motivated to do the other tasks. In this case, the implementation of tiered tasks could ensure the students' success. This can be a reason why the students' learning motivation improved after receiving tiered tasks. The students were stimulated to utilize their actual ability maximally, so they could really experience learning.
3. The improvement of the students' writing learning process after being exposed to tiered tasks was also indicated by the improvement of the students' writing achievement. It was because the writing tasks with appropriate supports enabled them to transfer their ideas into readable written products by moving through appropriate path. They were motivated to generate and express ideas more willingly because they have developed their self-esteem successfully. Various input texts exposed to the students also contributed to the improvement of the quality of students' writings since their vocabulary was enriched. It was useful to help them write better.
4. The appropriate task settings could facilitate the students' learning. Both individual and group working brought some improvement to the students' learning. However, it cannot be decided that one was better than another. The task settings were chosen to be employed by considering the students' learning

needs, the students' learning profile, and the classroom condition. Group working could facilitate the students' learning because it enabled the students to have more discussions and negotiations to accomplish the tasks. The students could share ideas and opinions with their partners in groups, so the ideas generated were more extensive and detailed. For this reason, the students' writings improved. Through group working, the teacher's feedback was delivered effectively because the teacher could talk to groups rather than to individual. It could be a way to deal with the time limitation of conducting one period of teaching-learning process.

5. Individual work was also effective to facilitate the students' learning. During individual working, the students' could not rely on others in doing the tasks. This motivated the students to be responsible with their own learning. For that reason, individual work stimulated the students to be independent and autonomous learners. Besides, the individual learning development of the students could be also monitored.
6. The teacher's role as a controller was effective to develop the learning equity in the classroom. It was because the teacher's control could ensure the students' participation as well as behaviour during the teaching-learning process. Thus, both high-ability and low-ability students receive the same opportunity to participate actively during the teaching-learning process.

Table 5: The improvement of the writing learning process

No	Preliminary Observation	Cycle 1		Cycle 2	
		Result	Evidence	Result	Evidence
1.	The writing learning process has not been well-executed.	The writing learning process ran better.	The students were willing to do the writing tasks given to them and they were motivated to express their ideas in the form of written products.	The writing learning process improved.	The students were more motivated to learn writing and they were more active to participate actively in the writing activities.
2.	The students' learning motivation was low.	The students' learning motivation improved.	Some students have been motivated to participate actively in the teaching-learning activities, but there were students who were still passive.	The students' learning motivation more improved.	Most of the students from all levels were more motivated to participate actively in the teaching-learning activities.
3.	The students were not appropriately challenged by the tasks.	The students have been challenged by the tiered tasks.	The students from all levels were able to do the tiered tasks well, and they could finish the tasks punctually. However, there were still some students who were discriminated by the tiered tasks.	The students were appropriately challenged.	The students were able to do the tiered tasks well and without being discriminated, left-behind or discouraged.
4.	The high-ability students often dominated the process of accomplishing the tasks, while the low-ability ones tended to be passive.	The students were more active to do the tiered tasks given to them.	The low-ability students were motivated to do the tasks, but there were some of them who were still reluctant to participate actively while doing the tasks.	The learning equity between the high-ability students and the low-ability ones was well-established and they could learn in a more joyful learning atmosphere.	Both high-ability and low ability students were active to participate in accomplishing the tasks since their learning success was successfully promoted. They also received equal opportunity to express their ideas.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTIONS

A. Conclusions

This study was action research which was aimed at improving the writing learning process of Grade XI students of SMK Negeri 1 Tempel. It was focused on the teaching-learning problems found in a mixed-ability class. This study involved the students of XI Accounting 2 which consisted of 36 students with varied level of proficiency. It was carried out in the first semester and was continued in the second semester of academic year 2010/2011, from September 24th, 2010 to January 25th, 2011. This research was conducted in two cycles and started by the process of reconnaissance in which the problems dealing with the writing learning process were identified. It was then continued by doing four stages of action research, i.e. planning, action, observation, and reflection which were divided into two cycles of implementation.

From the reconnaissance stage, it was found that the writing learning process of Grade XI students has not been well executed. The first teaching-learning problem was the low learning motivation of the students. The students learnt in a big class with multiple proficiencies in it. In such a class, the students were not appropriately challenged by the tasks since they were exposed to the same tasks without considering their different learning needs. It was worsened by the condition in which the high-ability students often dominated the teaching-learning process, while the low-ability ones tended to be passive.

In order to overcome the teaching-learning problems mentioned previously, tiered tasks were implemented. In the implementation, two main actions were involved, i.e. tiering the task supports and employing varied task settings. Tiered tasks were implemented by exposing the students to the tasks which the supports were differentiated according to their level of ability. The students were divided into three levels, i.e. bottom tier, middle tier and up tier, based on the result of the diagnostic test. In order to get the same basic concept of the learning materials, each tier received the same kinds of tasks with different task supports. Varied task settings were also employed as a way to deal with the problems of classroom management. In the implementation, group works, pair works, and individual work were employed to facilitate the students' learning.

Basically, the implementation of the actions was effective to improve the writing learning process of Grade XI students. Tiered tasks implemented during the actions facilitated the students' learning needs in a mixed-ability class. It was because the learning tasks of which the supports were differentiated according to the students' readiness offered appropriate path for the students from different level to obtain the basic concept of the learning materials. Such a way could challenge both high-ability and low-ability students appropriately. They could recognize their own learning ability and explore it maximally, so the students were able to do the tasks well. It means that the students' individual differences of writing ability were strongly considered.

Tiering the tasks could facilitate the learning of low ability students. They were not left behind during the teaching-learning process since they received more

task supports which helped them do the tasks more easily. The ability of the advanced students' was also highly considered by exposing them to the tasks with less supports than the low-ability ones. Thus, this avoided them from boredom since they were exposed to some more challenging tasks. In this case, the tasks which were not too easy or too demanding motivated both the low-ability and the high-ability students to have a better learning.

Tiered tasks stimulated the students to be aware of their actual ability. The students' learning success, reflected on their success while doing the appropriately-challenging tasks, convinced them of their actual ability. For that reason, the students' self-esteem was well-developed and their learning motivation improved. They were motivated to make positive individual judgement about their worthiness as the teaching-learning participants in the classroom. Hence, they were motivated to participate actively in the teaching-learning process which means that their involvement improved.

The employment of varied task settings could improve the students learning since it stimulated the students' participation. Considering the class size which was big with multiple students' proficiency in it, group work enabled a greater amount of the students' active participations through discussions and interactions among the students. The students could share ideas and opinions with their partners, so the ideas generated were more extensive and detailed. This could be a reason why the students' writing quality improved which indicated the enhancement of their writing achievement.

Individual work was useful for monitoring the students' individual learning development in every level. Individual work motivated the students to be independent and autonomous learners. It was because the students' could not depend on others in doing the tasks. They did the tasks individually. Thus, the students were motivated to be responsible with their own learning.

The implementation of the actions also brought some improvement toward the teacher. The teacher realized that the appropriate teaching technique as well as the variations of learning tasks could determine the students' participation in the teaching-learning process. It motivated her to employ more varied learning activities in her future teaching since she has recognized that some interesting and communicative activities could improve the learning motivation of the students both the high-ability and the low-ability ones. Those kinds of activities could indeed make the students enjoyed their learning and improve their participation. In short, the teacher was motivated to improve her teaching by focusing on the implementation of learning task variations.

Furthermore, the teacher got some new knowledge of a kind of task which was appropriate to the learning condition in a mixed-ability class, i.e. tiered task. She was acquainted with a variation of learning tasks that could be used to accommodate the students' learning potentials in a mixed-ability class. The teacher realized that it was important to consider the different learning ability of the students so that learning equity would be well-developed. Such a situation could be achieved by implementing tiered tasks in which the students were exposed to the learning tasks with the supports were differentiated. Tiered tasks

were proven to be effective to improve the students' learning motivation and their self-esteem. Both the high-ability and low-ability students were appropriately challenged. Thus, the teacher was willing to implement tiered tasks in the future teaching-learning process.

There was also some improvement toward the researcher after conducting this research. First, the researcher's knowledge about action research improved. A collaborative action research was successfully conducted as an effort to improve the quality of English teaching-learning. In this case, the study was focused on improving the students' writing learning process. The researcher was also accustomed to the process of developing learning tasks. In this study, she learnt how to develop tiered tasks, i.e. differentiated tasks which were developed by basing upon the different learning ability of the students. In addition, the researcher obtained useful experience about teaching writing in a mixed-ability class by implementing tiered tasks.

It was also realized by the researcher that in a mixed-ability class, one kind of task sometimes could not fit all students. The tasks needed to be differentiated in order to facilitate the students' learning. The implementation of tiered tasks also changed the researcher's point of view towards the students. At the beginning, the students were viewed as passive teaching-learning participants. However, after being appropriately challenged by tiered tasks, the students were stimulated to be active participants.

It was not only the point of view towards the students which changed. The researcher's point of view towards the teacher also changed. Previously, the teacher seemed to neglect the teaching of writing. It made the researcher viewed the teacher as a passive figure who ignored the importance of writing skill for the students. However, the researcher's point of view towards the teacher changed after recognizing that the teacher had a more positive view towards writing. Furthermore, the teacher also agreed that the implementation of tiered tasks could improve the students' learning in a mixed ability class. It means that the teacher has received some innovations for improving the quality of teaching-learning process.

As a teacher to be, the researcher also realized some facts dealing with the English teaching and learning. She found that it was not easy to conduct a communicative and effective teaching-learning process. Such a teaching-learning process required some careful considerations dealing with the students' learning goal, their learning proficiency, and the classroom atmosphere including both physical and non-physical condition of the classroom. Those factors needed to be considered in determining appropriate learning tasks and task settings. In other words, an effective teaching-learning process required some good preparations before the implementation. The researcher also identified that effective teacher's roles both as a facilitator and a controller were really demanded in order to conduct a communicative and effective teaching-learning process.

B. Implication

Based on the conclusions, some considerations needed to improve the students' writing learning process were taken by the researcher. Then, the implication of the actions implemented is described as follows.

1. The students' active learning participation in the writing learning process after they receive differentiated task supports implies that tiered tasks are effective to improve the students' learning motivation and self-esteem. Tiered tasks offered learning tasks which are appropriate to accommodate varied learning ability of the students. Tiered tasks can improve the writing learning process of the students by convincing the students to utilize their actual ability maximally to really experience learning and achieve its goal.
2. The improvement of the students' participation also implies that tiered tasks stimulate the occurrence of learning equity in the class in which the teaching-learning process is not dominated by the high-ability students only. The low-ability students become more willing to actively participate in the learning activities.
3. Greater amount of the students' discussions and interactions during group working implies that the employment of such a task setting offers a better classroom management in a big and mixed-ability class.

C. Suggestions

After considering the conclusions and the implication, some suggestions are given to the teacher, the students and the next researcher.

1. To the Teacher

- a. The teacher should be more aware of varied students' learning needs, especially in a mixed-ability class.
- b. The teacher should choose an appropriate teaching technique which can facilitate the students' learning so that the students will be highly motivated to have a better learning.
- c. The teacher should prepare the learning materials including the tasks which facilitate varied students' proficiency in a mixed ability class, and tiered tasks can be a choice of doing that.
- d. The teacher should choose the appropriate task settings by considering the class size, the students' learning needs, and the students' learning profile.
- e. The teacher should be more creative in employing more varied learning activities and learning media which are communicative and highly-motivating.
- f. The teacher should improve her role as a facilitator.

2. To the Students

- a. The students should gain both internal and external learning motivation, and they should improve their positive attitudes towards learning English and the teacher.
- b. The students should have more practices in learning writing and be active participants in the teaching-learning process.

- c. The students should improve their roles as individual and social learners in the class.
 - d. The students should be more aware of their own ability, so they can utilize it appropriately to experience learning and achieve its goal.
 - e. The students should criticize the teacher of the teaching technique and the learning materials including the tasks that are not appropriate to their learning needs.
3. To the next Researcher
- a. The next researcher can use this study as a basis for conducting another study on the same field in order to investigate a further effect of tiered tasks to improve the teaching-learning process in a mixed-ability class.
 - b. The next researcher should consider the factors which can be some basis for task differentiation other than the students' readiness, i.e. the students' interest and learning profile.
 - c. The next researcher should consider the tasks elements that can be differentiated other than task procedures, i.e. input and product.
 - d. The next researcher should investigate the implementation of the other teaching techniques incorporated into differentiated instructions approach.

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APPENDICES

Appendix 1: Data Collection Instruments

Appendix 2: Field Notes

Appendix 3: Interview Transcripts

Appendix 4: Results of the Questionnaire

Appendix 5: Lesson Plans

Appendix 6: Materials

Appendix 7: Students' Works

Appendix 8: Students' Writing Scores

Appendix 9: Pictures

Appendix 10: Letters

Appendix 1

Data Collection

Instruments

INTERVIEW GUIDELINES FOR INTERVIEWING THE TEACHER

1. Suka duka mengajar Bahasa Inggris? Kesulitan yang ditemui?
2. Apakah kondisi sekolah mendukung untuk proses belajar Bahasa Inggris? Fasilitas belajar?
3. Potensi Bahasa Inggris siswa secara umum?
4. Potensi Bahasa Inggris siswa di kelas sample?
5. Atmosfer kelas? Interests siswa terhadap Bahasa Inggris? Apa siswa tergolong aktif? Bagaimana cara memotivasi siswa?
6. Kemampuan writing siswa?
7. Bagaimana teknik mengajar writing selama ini?
8. Penggunaan media pembelajaran (buku, etc.)?
9. Kondisi kelas? Apakah mixed-level?
10. Apa kendala mengajar di kelas mixed-level? Khususnya saat mengajar writing?
11. Apa yang dilakukan? Teknik mengajar?
12. Bagaimana teknik penguasaan kelasnya?
13. Materi? Tasks?
14. Apakah tasks diberikan dalam jenis dan level yang sama untuk semua siswa?
 - a. Jika SAMA
 - Seperti apa bentuk tasks-nya?
 - Bagaimana task demand dan support-nya?
 - Apakah semua siswa dapat menyelesaikan tugas dalam waktu yang sama?
 - Bagaimana setting pengerjaan tugasnya? Individu, berpasangan, atau kelompok?
 - Apakah ada siswa yang merasa tertinggal?
 - Apakah tujuan belajar tercapai?
 - b. Jika TIDAK SAMA
 - Bentuk tasks-nya seperti apa?
 - Hasilnya bagaimana?
15. Bagaimana dengan persiapan sebelum menulis? Apakah siswa diberikan persiapan yang cukup?
16. Setelah siswa selesai mengerjakan serangkaian tugas tertentu, apakah siswa diberikan semacam tugas tambahan atau materi pengayaan? (Khususnya bagi stronger students)
17. Bagaimana siswa mengerjakan tugas? Sendiri? Berpasangan? Berkelompok? Bagaimana hasilnya? Kendalanya?
18. Apa tanggapan siswa ketika diminta mengerjakan tugas berkelompok?
19. Bagaimana sistem pengelompokannya? Acak atau sesuai level of ability mereka? Bagaimana hasilnya?
20. Apa yang dilakukan ketika siswa mengerjakan tugas?
21. Feedback hanya diberikan pada final products atau dimulai dari sejak proses drafting?
22. Bagaimana cara mengevaluasi hasil writing siswa? Apa bentuknya?
23. Apa yang Anda harapkan dalam proses pengajaran Bahasa Inggris ke depan?

DIAGNOSTIC TEST FOR ASSESSING STUDENTS' WRITING ABILITY

Name: _____

Write a letter for your old friend who is living out of town. Imagine you joined a regional accounting competition last month and became the first winner. By winning that competition, you received an opportunity to have an industrial visit to Barrack Corporation, a textile company. Tell him/her your experience. Then, you also tell him/her your future plans after graduating from the vocational high school.

QUESTIONNAIRE FOR ASSESSING STUDENTS' LEARNING NEEDS

Nama: _____

Jawablah pertanyaan-pertanyaan di bawah ini dengan singkat dan jelas.

1. Apakah Anda menyukai pelajaran Bahasa Inggris?

Apa tujuan Anda mempelajari Bahasa Inggris?

2. Apa tujuan Anda belajar menulis (writing) dalam Bahasa Inggris?

Menurut Anda, seberapaakah tingkat kemampuan menulis Anda dalam Bahasa Inggris (baik, cukup, kurang)? Apa sajakah kesulitan-kesulitan yang Anda temui saat belajar menulis?

3. Selama ini, bagaimana Anda belajar menulis di kelas? Bagaimana guru Anda mengajar? Apakah teknik mengajar guru dapat membantu Anda dalam belajar menulis?

4. Apakah tugas menulis yang diberikan guru selalu sama untuk seluruh siswa?
Jika **SAMA**:

- a. Apakah semua siswa dapat menyelesaikan dalam waktu yang sama?

- b. Apakah Anda dapat menyelesaikan tugas tersebut dengan mudah, sedang, atau terlalu sulit (merasa tertinggal)?

- c. Apakah Anda dapat memahami materi yang disampaikan melalui tugas tersebut dengan baik?
- _____

- d. Apakah tugas tersebut dikerjakan secara individu, berpasangan, atau berkelompok?
- _____

Jika **TIDAK SAMA**:

a. Komponen apa yang berbeda dari tugas tersebut? Tandai pilihan jawaban Anda.

- | | | |
|-------------------|-------------------------------|------------|
| a. tujuan task | c. input text | e. setting |
| b. jenis kegiatan | d. prosedur penyelesaian task | f. product |

b. Apa pendapat Anda mengenai tugas tersebut?

5. Ketika Anda mengerjakan tugas, peran apa yang Anda inginkan dari guru?

6. Setelah Anda selesai mengerjakan serangkaian tugas tertentu, apakah guru kemudian memberikan tugas tambahan atau materi pengayaan?

7. Aktivitas belajar seperti apa yang Anda inginkan ketika belajar menulis dalam Bahasa Inggris?

**QUESTIONNAIRES FOR ASSESSING
STUDENTS' LEARNING IMPROVEMENTS**

Nama: _____

Jawablah pertanyaan-pertanyaan di bawah ini dengan singkat dan jelas.

1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?

2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.

3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawaban Anda.

4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.

5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?

Appendix 2

Field Notes

FIELD NOTE 1

Day/Date : Tuesday/September 28, 2010

Setting : classroom

Time : 07.15-09.30

Topic : Telephone Handling and Taking Message

9. The teacher was giving the test results to the students when the researcher came.
10. The teacher reviewed the test and asked the students whether they had been satisfied with the results.
11. The teacher introduced the researcher to the students and explained her goal for doing research.
12. The teacher tried to use classroom English as well as possible. Unfortunately, the students often did not understand with the teacher's instructions, so the teacher had to use Indonesian.
13. The teacher delivered English text books for grade XI to the students.
14. The teacher gave some minutes to the students for having a look on the book.
15. The teacher asked the students' opinion about the content of the book.
16. The teacher started using that book.
17. The teacher reviewed the previous materials about "Telephone Handling". At that time, the teacher used English.
18. At first, the students did not respond to the teacher's questions about the topic. The teacher then gave a stimulus by offering some examples. The teacher also used Indonesian. Finally, some students gave responses.
19. The teacher then introduced the next topic about "Taking Message".
20. Without giving enough presentation about the topic, the teacher asked the students to do first task taken from the text book, i.e. answering some comprehension questions based on the dialogue.
21. All of the students were given the same task. They were also given the same time allocation to finish the task, i.e. 10 minutes.
22. The students were allowed to discuss with their classmates in doing the task.
23. While the students were doing the task, the teacher moved around the class to check and gave feedback or help to the students.
24. Some students were noisy talking about other topics out of the learning materials when the teacher were not being checked their works.
25. The teacher asked whether the students had finished doing the task. There were some students who had finished, but the others had not. The teacher left the students who had finished earlier without giving any works. Unfortunately, those students became noisy.
26. The teacher discussed the answers of the first task with all of the students. She did not invite one or two students to present their answer.
27. Some students were still noisy so the teacher needed to catch their attention first.
28. The teacher asked some other possible answer for some particular numbers of the task.
29. The teacher checked the students' understandings on the materials.
30. The teacher asked the students to identify some expressions of "Taking Message" used in the dialogue. Then, the teacher wrote the expressions on the blackboard.
31. The teacher asked whether the students found any difficulties.
32. The students moved to the second task. They had to read aloud a dialogue.
33. Some students did not read the dialogue aloud, or even they did not read the dialogue.
34. The teacher asked whether there were any difficult vocabulary found in the dialogue.
35. The teacher discussed the content of the dialogue as well as gave feedback to the students' pronunciation.
36. The teacher asked whether the students found any difficulties.
37. The students moved to the third task, i.e. completing a phone message form.
38. The teacher discussed the answers.
39. The teacher asked a student to answer a particular number of the task since she did not pay attention to her explanation.

40. The teacher asked whether the students found any difficulties.
41. The teacher invited the researcher to deliver the questionnaires and administer a pre-test.
42. The researcher came in front of the class and told her purpose of delivering the questionnaires and administering a pre-test.
43. The researcher delivered the questionnaires then the students fill the questionnaires orderly.
44. After finishing completing the questionnaires, the students were given a pre-test. It was difficult for many students to do the pre-test.
45. When the students finished doing pre-test, the researcher thanked to them.
46. The teacher then handled the class again and announced the students to have a remedial assignment for those who got less than 70 for the test.
47. While the teacher was giving the announcement, the students who did not deal with the remedial assignment become noisy.
48. The teacher asked whether the students have any questions about the remedial assignment as well as about today's learning materials.
49. Since there were no questions, the teacher closed the class. She did not summarize the materials.

FIELD NOTE 2

Day/Date : Tuesday/October 5, 2010

Setting : classroom

Time : 07.00-09.30

Topic : Reported Speech

1. The English lesson was started at 07.00.
2. The students read Quran for 15 minutes before starting the lesson.
3. The teacher greeted the students and asked their condition.
4. Some students had to leave the class to join preparation training for a particular accounting competition.
5. The teacher then introduced the topic which was going to learn, i.e. Personal Pronouns.
6. The teacher reviewed that topic which had been learnt by the students in the first year.
7. The teacher invited the students to mention the kinds of Personal Pronouns. However, there were only a few students who still remembered the materials and answer the teacher's questions.
8. The teacher asked the students to open their text book.
9. The teacher asked the students whether they had studied the materials on the book the night before, but the students' answer was, "Not Yet!"
10. The teacher gave a little explanation about the materials written on the book without giving an input text in which Personal Pronouns were used there. It was such a grammar-based explanation. The teacher also did not explain the importance of the materials (in what occasion Personal Pronouns would be used).
11. The teacher asked the students to do the first task, i.e. filling the blank with the appropriate personal pronouns.
12. The task was done by inviting some volunteers to directly mention the answer of the task. Some students were willing to be volunteers.
13. If there were different answers of a particular number of the task among the students, the teacher explained it and translated into Indonesian.
14. After finishing discussing the first task, the teacher checked the students' understanding. There were no students who express their difficulty.
15. The students then moved to the second task, i.e. changing somebody's name into appropriate personal pronoun.
16. The teacher gave some minutes for the students to do the task since it was difficult for some students. Those students needed a kind of preparation before discussing the answers of the task.

17. Some students at the back of the class were noisy, sang a song and operated her mobile phone. The teacher did not do anything to them.
18. While the students were doing the task, the teacher moved around the class to check and gave feedback or help to the students.
19. When the students finished doing the task, the teacher addressed the students one by one to answer the questions.
20. Some disruptive students were still noisy.
21. The teacher checked the students' understanding again, and there were no students who express their difficulty.
22. The students moved to the next topic, i.e. Reported Speech.
23. The teacher reminded that some parts of the topic had been learnt by the students in the first year.
24. Again, the teacher did not explain the importance of the materials (in what occasion Personal Pronouns would be used)
25. The teacher wrote some examples of the use of Reported Speech on the blackboard then explained it mostly in Indonesian.
26. There were some students who were noisy, talking about their own business. They did not pay attention to the teacher's explanation.
27. Finishing explaining, the teacher gave some minutes to the students for taking notes, copying the materials written on the blackboard.
28. The teacher left the class to take a text book for a student. The students became noisier when the teacher was out of the class.
29. The teacher came back. Then, there was an attendance checking done by a school officer.
30. The teacher continued her teaching. She wrote some other examples of the use of Reported Speech on the blackboard and gave an explanation again.
31. The teacher also took some examples from the text book.
32. Suddenly, a student (one of the disruptive students) asked the teacher about mid-test. Then the teacher answered her question.
33. The teacher then asked the students to make a question. A student made a sentence orally (direct speech). The teacher wrote the sentence on the blackboard and changed it into Reported Speech.
34. There were still some noisy students who did not pay attention to the teacher's explanation.
35. The teacher then gave some minutes to the students for taking notes, copying the materials written on the blackboard.
36. The students were asked to do the third task, i.e. changing some sentences into Reported Speech.
37. During task accomplishment, the teacher found a student who was looking in her mirror and had not started doing the task. However, the teacher was not firm in treating that student.
38. While the students were doing the task, the teacher moved around the class to check and gave feedback or help to the students. In giving feedback, the teacher used Indonesian frequently.
39. The teacher found there were some students who had not done the task at all.
40. After some minutes, some students had finished doing the tasks, but most of them had not.
41. The teacher gave an explanation to a student who did not understand the materials since she did not pay attention to the teacher's explanation previously.
42. Some students left the class again to join preparation training for another competition.
43. The teacher asked the students' difficulties while doing the task. Then, she permitted the students to ask the stronger students, who had finished doing the task, about any difficulties they found.

44. When the students finished doing the task, the teacher addressed the students one by one to answer the questions.
45. The teacher checked the students' understandings about the materials. There were no students who express their difficulty.
46. The students moved to the fourth task, i.e. changing questions into Reported Speech. If the students could not finish the task, they may do it at home.
47. The teacher closed the class.

FIELD NOTE 3

Day/Date : Friday/ November 19, 2010

Setting : classroom

Time : 08.15-09.15

Topic : Future Plans

1. The lesson was started at 08.15. The students were going to go home earlier because of the unstable condition of Merapi volcano.
2. The teacher greeted the students and asked their condition. The teacher's way in opening the class was good. She was friendly and funny.
3. The teacher forgot to check the attendance.
4. The teacher grouped the students based on their learning needs. The students were grouped into three levels (tiers), i.e. up tier, middle tier, and bottom tier. The teacher had provided name tags to be given to the students. Those name tags were in three different colours, i.e. green for up tier, yellow for middle tier, and red for the low tier.
5. There were three groups of low tier, three groups of middle tier, and two groups of up tier. Each group consisted of three to five students.
6. The students named their own group by using the name of their favourite bands.
7. The students determined the president and the secretary of their own group. Those two figures would be the quite captains who were responsible for keeping the orderliness of the group.
8. The teacher explained the teaching technique that is going to be used in the class.
9. The teacher read the rules should be obeyed during the teaching-learning process.
10. The teaching-learning was started.
11. At the beginning, the teacher caught the students' attention by giving some oral questions (lead-in).
12. The students listened to a dialogue read by the teacher and while they were listening, they completed the dialogue written on their worksheet (Activity 2). This task was tiered as follows:
 Tier I: The students are provided with two choices of the answers for each number.
 Tier II: The students are provided with more choices of the answer for each number.
 Tier III: The students are not provided with any choices of the answers.
13. The students discussed the answer with the teacher. The teacher asked the students to spell each word they wrote to complete the dialogue. Most of the students wrote the words in correct spelling. The first task could be done by the students easily.
14. The teacher checked the students' comprehension on that dialogue by giving some oral questions. The students could answer those questions without any significant difficulty.
15. The students read and acted a dialogue out (Activity 5). The teacher corrected wrong pronunciation of some words produced by the students.
16. The teacher explained some expressions of asking and telling someone's plan used in the dialogue. After that, she also mentioned some other different expressions.
17. The time was almost up. Then, the teacher gave homework to the students. They should answer some comprehension questions in Activity 5 and do Activity 7 as well as Activity 8. Activity 5 was tiered as follows:
 Tier I: The questions are in the form of multiple choices.
 Tier II: The questions are open-ended questions, but the students are provided with the number of line in which they can find the answer.

Tier III: The questions are open-ended questions without any support.

18. The teacher summarized the learning materials and then ended up the lesson. She also reminded the students to do the homework.
19. During the teaching-learning process, the students paid much attention to the materials. At first, they indeed did not focused on the materials, but then they could follow the teaching-learning process well enough.

FIELD NOTE 4

Day/Date : Tuesday/ November 23, 2010

Setting : classroom

Time : 07.00-08.45

Topic : Future Plans

1. The English lesson was started at 07.00.
2. The students read Quran for 15 minutes before starting the lesson.
3. The teacher greeted the students and asked their condition. The teacher checked the attendance.
4. The teacher told the students that there would be a workshop so they could go home earlier.
5. The teacher reviewed the previous materials by giving some questions to the students.
6. The students discuss the homework given in the previous meeting.
7. For discussing Activity 5, the teacher invited some volunteers to answer each question. Then, she checked the answers by asking the other students whether the answers were right or whether they agreed with those answers. The teacher also asked the students to find the evidence that supported their answers. The students were not reluctant although one of the groups from the up tier still dominated while discussing the answers of Activity 5.
8. In discussing Activity 7, the students should write the answers on the blackboard. They had to vie with each other to represent their group in writing the answers. A half of the students were enthusiastic in doing the task.
9. The answers for Dialogue 1: "*what are you going anywhere this night?*" There were grammatical mistakes and inappropriate capitalization in the answer. The teacher discussed it together with the students. The teacher also checked the answers of the other groups, especially those who were passive.
10. The answers for Dialogue 2:
 - a. "*what will you do tomorrow?*" The answer was right, but there was inappropriate capitalization.
 - b. "*I will to go to Malioboro.*" There was grammatical mistake in the sentence then the teacher discussed it together with the students. The teacher also checked the answer of the other groups, asked for some other possible answers and found different expressions of asking future plans used by the other groups.
11. The teacher asked the students to submit the dialogue they had written in groups as homework. However, there were still some groups which could not submit their works since the changing of the group members. So, the teacher gave more time to the students to finish their works by next meeting.
12. The students continued learning.
13. The teacher gave some oral questions dealing with writing personal letter (lead-in).
14. The students were given some difficult words they are going to find in the letter in Activity 9. In studying those words, each tier was given different activity.

Tier I: The meaning of the words have been provided.

Tier II: The students have to match the words with the meanings provided.

Tier III: The students have to look for the meanings by themselves
15. The students read the letter and answer some comprehension questions in groups. The students were helped by the list of vocabulary in understanding the text.

16. By working in groups, the students looked more relaxed in doing the tasks. The students were eager to have a discussion although they still communicate by using Bahasa Indonesia.
17. In doing this task, the green groups finish earlier. However, a little while, the other groups also finished doing the task.
18. The students discussed the answers. Each group from all tiers got a chance to answer the questions. If there were students who read their answer softly, she asked them to repeat reading the answers, so the other students could know what they said.
19. There was a wrong answer. The teacher asked other group to help the group with wrong answer. Finally, all of the students found the correct answer.
20. There was another wrong answer. The teacher checked the answer to the whole students then the right answer was known. However, there was a student who had different answer. She tried to argue and gave an opinion. Then, the teacher explained it.
21. After the students were provided with a personal letter and understood with its content, the teacher explained the organization of a personal letter. The students paid attention to the teacher's explanation.
22. The teacher continued her explanation to the use of Future Tense. She wrote two sentences taken from the letter on the blackboard. Then, she explained the use of Future Tense including the use of "will" and "be going to". She also showed some other sentences which used Future Tense.
23. The students did the exercises about the use of Future Tense. They were eager to have a discussion. However, before the students had finished doing the exercises, time was up. They have to continue doing the exercise at home.
24. The teacher ended up the lesson.
25. Although the green group still dominated, the other groups also participated actively. Even, the students were not shy to ask some difficult materials to the teacher.
26. Generally, by implementing group working, the teacher managed the class well. It was easier for her to give feedback since she talked to the students in. She could also motivate all groups to pay attention to the materials being discussed by crossing check the answer of one group to the other groups.

FIELD NOTE 5

Day/Date : Friday/ November 26, 2010

Setting : classroom

Time : 08.35-09.45

Topic : Future Plans

1. The lesson was started at 08.35.
2. The teacher greeted the students and asked their condition.
3. The teacher reviewed the previous materials by giving some questions to the students.
4. The students discussed the answers of Activity 11 which had been done in the previous meeting.
5. The teacher motivated the students to present their answer voluntarily. Most of the students raised their hand to present their answer. They looked enthusiastic.
6. Each group got a chance to present their answer. However, one red group (bottom tier) was still passive.
7. Before continuing to the next activity, the teacher asked the students' understandings about the materials. After making sure that there were no questions, the teacher continued the lesson.
8. The students did Activity 14 in groups. They should arrange some parts of a personal letter into a good letter.
 - Tier I: The students are provided with the form of a personal letter with each part is labeled.
 - Tier II: The students are provided with the form of a personal letter, but each part is not labeled.

Tier III: The students are not provided with the form.

9. One of the red groups finished doing the exercise earlier, followed by a green group, and a while later a yellow group also finished.
10. The teacher and the students discussed the right arrangement.
11. The teacher checked the students' understandings on the content of the letter by giving some questions.
12. The students moved to Activity 15. They played a game, i.e. Fortune-telling Game. In groups, the students should write some fortunes or predictions of the members of the other groups. The game was tiered as follows:
 Tier I: The students should write two predictions
 Tier II: The students should write three predictions.
 Tier III: The students should write four predictions.
13. The students discussed actively in their groups. While the students were doing the tasks, the teacher moved around the class to give feedback to the students. The students were able to write various creative sentences.
14. After the students finished writing the sentences, they should present those sentences by asking one representative to write the sentences on the blackboard. The other students read those predictions enthusiastically. Below were the sentences wrote by the students in the first chance:
Seftin will marry with Justin Bieber on February 14th, 2999.
Tri Ningsih is going to be famous guitarist as Mitha The Virgin.
Nia is going to be president in Suriname.
One of them will probably be accountant.
Five years later Pratiwi is going to work in a bank.
Tomorrow Rani will meet her boyfriend in the river.
After go home from school, Erna Fitriani is going to help her mother to cook a soup.
15. Then, the teacher and the students discussed those sentences. The teacher invited the students to give feedback on the sentences. She also gave additional feedback if it was necessary. The sentences still had some minimum mistakes, i.e. punctuation, capitalization, article, etc.
16. Before the students wrote the sentences for the second chance, the teacher asked them to check their sentences. Here were the sentences:
Muji is going to be a Mathematic Lecturer in Tempel Univercity.
Jihan is going to be a Police Woman.
Ayuk is going to be teacher.
Yani is going to marry with Yoga after finishing study.
Garnis will be an Indonesian ambassador in Japan.
17. Then, the teacher and the students discussed those sentences. Again, the teacher invited the students to give feedback on the sentences and gave additional feedback if it was necessary.
18. Time was almost up, the teacher summarized the materials. Then, she gave homework to the students by asking them to do Activity 16 individually. The students should write the content paragraph of a letter based on the given clues. The clues would guide the students to construct a clear map of the main ideas for the paragraph. The clues were tiered as follows:
 Tier I: The clues are in the form of some complete sentences as the key ideas.
 Tier II: The clues are in the form of some incomplete sentences, so the students have to complete the sentences according to their own opinion to determine the key ideas.
 Tier III: The clues are in the form of open-ended questions, so the students have to answer the questions according to their own opinion to determine the key ideas.
19. The teacher ended up the lesson.

FIELD NOTE 6

Day/Date : Tuesday/ November 30, 2010

Setting : classroom

Time : 07.00-09.30

Topic : Future Plans and Past Experience

1. The English lesson was started at 07.00.
2. The students read Quran for 15 minutes before starting the lesson.
3. The teacher greeted the students and asked their condition. The teacher checked the attendance.
4. Before starting the lesson, the teacher restated the rules of tiered assignment in order to convince the students with its goal.
5. The teacher asked the students to submit the homework (Activity 16). Unfortunately, many students had not finished their work. They were confused with the instruction. Some of the students had finished writing the letter. Some others still had to rewrite on a piece of paper.
6. The teacher explained the instruction of Activity 16. Then, the students were asked to finish the task by working in pairs. The teacher asked them to give feedback each other on the writing. The teacher also gave feedback to each of the students. Doing so, the students could write better.
7. The students showed some improvement. They became more creative in writing the letter. The students could write the paragraphs well based on the clues given. Even, the students included some additional information dealing with the clues given. However, there were students from low tier who only included a little additional information and even, some of them only rewrote the clues given.
8. After the students finished doing the exercise, their works were submitted to the teacher.
9. The teacher asked the students to work in their usual groups.
10. The students read a personal letter in Activity 12. Then, they should answer some comprehension questions (True/False). They should also find the sentences in the letter that support their answer.
 Tier I: The students were provided with the choices of the supporting sentences.
 Tier II: The choices of the supporting sentences provided were in a greater amount than in tier I.
 Tier III: The students were not provided with the choice of the supporting sentences.
11. Most of the students from each level could answer the questions without any significant difficulties. They were active to present their works and were able to show the evidence for each answer. The weaker students were more eager to try to answer the questions. The stronger students were able to identify the evidence for the answers by themselves.
12. The teacher gave an explanation about the use of Past Tense by taking some examples from the letter. Then, the students did two exercises dealing with the use of Past Tense.
13. In the first exercise, the students should change the verbs into past form according to the context. Almost all of the students were able to do this exercise well.
14. In the second exercise, the students should write some questions by using Past Tense based on the context given. Some of the students were still confused in differentiating the use of “did” and “was/were” while making questions.
15. Then, the students wrote their answer on the blackboard. When their discussion reached to the use of “was/were”, the teacher explained it.
16. The teacher checked the students’ understandings by giving a sentence (*He read the magazine.*) and asked the students to change it into past form. Finally, a student from top tier was able to do that (*He didn’t read the magazine*). Then, the teacher asked her to explain her answer to the whole class.
17. Before continuing to the next task, the teacher asked the students understanding.
18. The students play a game in Activity 18, i.e. Consequences Game. Here, the students should complete a story based on the clues given. Each student should complete one or

two sentences and they were not allowed to see the previous or the followed sentences. Generally, the students can play the game well.

19. The time was almost up, so the teacher summarized the materials and ended up the lesson.

FIELD NOTE 7

Day/Date : Wednesday/ January 5, 2011

Setting : classroom

Time : 09.45-12.00

Topic : Giving Instructions

1. The English lesson was started at 09.45.
2. There were 36 students in the class.
3. The teacher greeted the students and asked their condition. She also asked about their holiday and invited some students to tell their holiday.
4. The teacher told some materials covered in the second semester briefly and then told what materials were going to learn that day.
5. The teacher gave worksheets to the students. She also restated the goal and the rules of the implementation of tiered assignments in which the students were going to receive learning tasks with different supports for each level. She convinced the students about the importance of tiered tasks which was aimed at facilitating the different learning needs of the students. The students agreed to learn through tiered assignments.
6. The teacher asked the students whether there would be regrouping while working in groups or they would work in the same group as in the first semester. The students decided to have the same groups, so the teacher warned some disruptive students to maintain their behavior during the lesson.
7. The students started learning. The materials were about understanding simple instructions. The students were accustomed to various texts containing simple instructions, i.e. procedural texts about how to make something, how to do something, and how to operate something.
8. The teacher told the goal of learning those materials, and then leaded the students to the learning materials by giving some questions dealing with the topic. The students should also look at the picture and answers some questions (Activity 1).
9. After having lead-in, the students continued to Activity 2. In doing Activity 2, the students worked individually.
10. The students should complete a recipe based on the dialogue they are going to listen. Before completing that recipe, the students had to study some difficult words they are going to find in the dialogue. In studying those words, each tier received different task supports:
 - Tier I: The meanings of the words have been provided.
 - Tier II: The students have to match the words with the meanings provided.
 - Tier III: The students have to look for the meanings by themselves
11. The list of difficult words helped the students to understand the input text exposed to them. The students were able to fill in the blanks of the recipe by writing the words in correct spellings based on the information they heard. All of the students were able to do this activity well. The students worked independently, not depend on others.
12. After having the complete recipe, the students were given some questions to check their understandings on the text.
13. The students moved to Activity 4, i.e. reading a dialogue about how to do something and answer some comprehension questions. The comprehension questions were tiered as follows:
 - Tier I: The students should match the questions with the answers provided.
 - Tier II: the students should choose the right answer from some choices of answered offered for each question.
 - Tier III: the students should find and write the answers themselves.

14. The students discussed the answers. The teacher invited the students present the answers. She gave more chance for those who were rarely willing to answer questions. The students could accomplish the tasks without any significant difficulties. Even, the weaker students were more willing to answer the questions. They were provided with more supports which helped them answer the questions.
15. The students identified some expressions dealing with obligations as well as some expressions of giving advice and suggestions (Activity 5). Then, the teacher mentioned some other expressions.
16. The teacher checked the students' understandings by asking whether there was any question. Since there were no questions, the students continued doing Activity 6.
17. In Activity 6, the students worked in pairs to rearrange some expressions into a good dialogue. Here, the students worked with their partners coming from the same tier. While the students were doing the task, the teacher moved around the class to monitor the students' work. It was found that there were more discussions among the students to accomplish the tasks. They could negotiate to solve some problems raised while doing the task. When one student made mistake, the other student would gave feedback.
18. After all of the students finished doing the tasks, the teacher asked a pair of students to present their dialogue. Unfortunately, this first pair read the dialogue softly so the other students could not identify whether they have had a right arrangement. Then, the teacher asked the other pair to present their work. All of the students agreed with the arrangement which has been right.
19. The teacher gave some questions to check the students' understanding about the dialogue. She also showed some imperative forms found in the dialogue.
20. The students moved to Activity 7. Still in pairs, they had to write a dialogue containing the expressions dealing with obligations and the expressions of giving advice and suggestions. The students should choose one of the situations provided and write a dialogue. This activity was then designed as homework since there was not enough time to write a dialogue.
21. To spend the rest of the time, the students continued doing Activity 8. They had to read a text about how to make something. Then, they answered some comprehension questions about the text by stating true or false and found the evidence for each of the answer. This activity was tiered as follows:
 Tier I: The students were provided with the choice of the evidence.
 Tier II: The choice of the evidence provided were in a greater amount than in tier I.
 Tier III: The students were not provided with the choice of the supporting sentences.
22. Before the students could accomplish this activity, the time was up. They should continue doing the activity at home.
23. The teacher closed the lesson.

FIELD NOTE 8

Day/Date : Friday/ January 7, 2011

Setting : classroom

Time : 08.35-10.10

Topic : Giving Instructions

6. The lesson was started at 08.35.

7. There were 36 students in the class.

8. The teacher greeted the students and asked their condition.

9. The teacher reviewed the materials learnt in the previous meeting.

10. The students guided by the teacher discussed Activity 8 which had been done as homework. The students from bottom, middle and up levels were active to present their answers voluntarily. The students from bottom and middle levels could choose the correct evidence for the answers. They were helped by the supports provided for doing the task. The up level students were also able to find the evidence by themselves.

11. By taking a sentence from the text as the example, the teacher led the students to the materials of Degrees of Comparison. The teacher then provided some other examples of the use of Degrees of Comparison. She wrote some sentences on the blackboard gave some explanation and put some boxes for the key words or the characteristics of Degrees of Comparison.
12. In order to sharpen their understanding on the materials of Degrees of Comparison, the students did Activity 10 individually. The students should write some sentences containing the use of Degrees of Comparison based on the given data. This activity was tiered as follows:
 - Tier I: For each number, the students were provided with to choices of adjectives of the data that should be compared.
 - Tier II: The students were provided with the adjectives that should be compared in the box, and they should find the appropriate adjectives for each data.
 - Tier III: The students should identify themselves what adjectives should be compared for each data.
13. During the process of accomplishing the task, the teacher identified that most of the students had been understood with the materials. Unfortunately, some of them still needed more explanation. The students asked questions actively while the teacher moved around to check the students' works. After receiving the teacher's explanation, they were able to do the task better.
14. Generally, most of the students from each tier could utilize the supports provided for doing the task. The bottom tier could know easily what adjectives that should be compared while the middle tier was able to choose the appropriate adjectives provided to make comparisons for each data. The up tier was also able to identify the adjectives that should be compared in each data.
15. The lesson period was not spent maximally because it was interrupted by the break time. The students spent longer time to have a rest. The teacher should wait for the students to finish their meals. Some minutes were wasteful.
16. In discussing Activity 10, the students were asked to write their sentences on the blackboard. One of the students from bottom tier initiated to write her sentences. There were still some mistakes on their writings.
 - ... *than An English book.*
 - ... *as diligent as sinta*
17. The time was up but the data number 5 had not been discussed, so the discussion will be continued on next meeting. The teacher asked the students to do the next activities at home. She then ended up the lesson.

FIELD NOTE 9

Day/Date : Wednesday/ January 19, 2011

Setting : classroom

Time : 09.45-12.00

Topic : Giving Instructions

1. The English lesson was started at 09.45.
2. The teacher greeted the students and asked their condition.
3. The teacher checked the attendance, one student was absent.
4. The teacher reviewed the previous materials, i.e. Degrees of Comparison.
5. The teacher wrote some sentences of degrees of comparison made by the students in the previous meeting. The sentences then were discussed.
6. The teacher asked the students to play "What's the Difference?" Game (Activity 12) in order to brace them up. The students deepen their understanding on the use of degrees of comparison. In this game, the students worked in groups. The teacher asked them to work in the usual groups, but for some minutes they did not make any movement. Thus, the teacher decided to group them randomly.

7. In this game, the students are asked to imagine some particular objects or people mentioned by the teacher. Then, they should find out the difference among them by writing some sentences containing the use of degrees of comparison. To play the game, they should vie with each other to write the sentence on the blackboard.
8. The students were active to write their sentences on the blackboard since they did not want to be punished. Group working run well. One student wrote the sentence on the blackboard, the other group members helped her to write the correct sentence.
9. The students did Activity 15. They should complete a paragraph by using provided clauses. Each of the students' level received different amount of choices of the answers. The clauses for Tier I were provided in the same amount as the number of the missing parts of the paragraph. Tier II and Tier III received greater amount of the clauses.
10. At the beginning of discussing the answers, some students from up tier still chose the wrong clauses to complete the paragraph. Then, the other students including those from bottom tier correct their answers. Soon after they realized their mistakes, they could correct the next answers.
11. In doing this task, the weaker students were not left behind and even, they were confident to correct the stronger students' wrong answer. Then, the students from bottom tier were more eager to present the next answers, which meant that their learning motivation improved. The weaker students became more active and the stronger students did not dominate the class activity anymore.
12. After the students got the complete paragraph, the teacher checked their understandings by giving some questions about the paragraph orally. The students could answer each question well and had known the steps of operating a photocopier.
13. The teacher asked the students to identify the use of imperative forms to write some instructions presented in the paragraph. They also identified the use of transactional signals from procedural text used in the paragraph (Activity 11).
14. The students moved to Activity 16. They should arrange some jumbled steps of "sending some documents by using fax machine". The students were provided with some pictures of the steps as the supports. The supports were tiered by omitting some pictures for middle and up tiers.
15. The pictures on some students' worksheets were not clear enough so that they were disappointed. Then, they looked at their classmates' worksheets to get the clear pictures. Finally, they could do the tasks well by utilizing the pictures to help them do the task. The middle and the upper level students were able to arrange the steps although some pictures were omitted.
16. The students played "Pass the Message" Game (Activity 17) to learn the use of imperative forms. One student was given one message and she should write the message on a piece of paper. Then, she should show it to one other student for ten seconds. The next students did the same until the message had gone round the class. The last person who got the message should do the instructions written on the message.
17. Since the students learnt in a more relaxed atmosphere, they were willing to participate actively in the learning activity. Most of them could write the correct message for each number and they were also able to do the instructions appropriately. There was only one student who made mistake in writing the sentence.
18. The students did Activity 18. They were provided with some pictures of certain activities. They should write appropriate instruction based on each picture. The task was tiered as follows:
 Tier I: The verbs for the instructions were provided for each number.
 Tier II: The students should choose the appropriate verbs provided in the box for writing the instructions
 Tier III: The students were not provided with any choices.
19. Most of the students were able to write the appropriate instructions based on the pictures. The bottom level students could write correct instructions by using the verbs provided. The middle level students were able to choose the correct verbs provided and

use the verbs to write the appropriate instruction. The students from up level were also able to determine the verbs for the instructions by themselves.

20. The teacher asked the students to prepare a topic for writing a simple procedural text in the next meeting. The students may choose to write some steps of doing something or using something.
21. The teacher closed the lesson.

FIELD NOTE 10

Day/Date : Friday/ January 21, 2011

Setting : classroom

Time : 08.35-10.00

Topic : Giving Instructions

1. The English lesson was started at 09.45.
2. The teacher greeted the students and asked their condition.
3. The teacher gave the writings submitted in the previous meeting back to the students. She had given some feedback on the writings. She then discussed some mistakes made by the students.
4. The students then were asked to write a simple procedural text based on the topic they have prepared.
5. While the students were writing, the teacher moved around the class to give feedback.
6. Most of the students were creative in elaborating the topic they have chosen. Because they had been exposed to various kinds of input texts, they were able to use imperative forms and transactional signals appropriately. Their grammatical mistakes were also minimized.
7. After the students finished writing, they submit their works to the teacher.

Appendix 3

Interview Transcripts

Interview 1, 27 September 2010, ruang Bimbingan dan Konseling

P: Peneliti GBI: Guru Bahasa Inggris

Peneliti (P): Bagaimana pembelajaran Bahasa Inggris secara umum di SMK Negeri 1 Tempel ini, Bu?

Guru Bahasa Inggris (GBI): Kalau inputnya, anak-anak memang nilainya sudah di atas rata-rata. Tetapi faktanya, maksudnya, ketika dicek itu ternyata masih banyak yang tidak sesuai dengan nilai yang didapat waktu di SMP, seperti itu. Tapi secara umum anak-anak sudah baik begitu. Dari inputnya itu anak-anak sudah lumayan. Terutama nanti di AK gitu ya.

P : Kemudian, apakah kondisi sekolah ini mendukung proses pembelajaran Bahasa Inggris. Misalnya, fasilitas-fasilitas apakah tersedia dengan baik?

GBI : Sementara ini, fasilitasnya untuk listening ada lab, kemudian untuk yang lain-lain, mungkin untuk pemakaian CD atau apa sudah ada, kaset sudah. Ya... lumayan cukup lah. Tapi untuk tuntutan yang makin kesini..apa ya...mungkin belum sepenuhnya dipenuhi gitu.

P : Lalu untuk kesulitan secara umum dalam pembelajaran Bahasa Inggris ini apa Bu?

GB : Begini Mbak, kesulitan yang paling besar itu anak-anak itu malas membaca, malas bawa kamus. Mereka itu sadar tidak bisa tapi kalau disuruh bawa kamus gitu. Emm...apa ya, malas. Tapi ya memang ada sebagian sih sudah merasa tidak bisa, trus mereka bawa kamus. Tapi mayoritas masih begitu kalau disuruh bawa kamus. Dan...memang, apa ya, kosakatanya ya..kurang.

P : Lalu, emm...untuk di kelas 2 AK 2 ya Bu. 2 AK 2 sendiri itu, potensinya seperti apa Bu? Lebih khusus lagi.

GBI : Emm..untuk kelas 2 AK 2., ya...sebenarnya hampir sama.Sudah sebagian anak gitu ya,emm...membawa kamus, sudah. Untuk belajar Bahasa Inggris, membantu belajar. Kemudian dari tingkat, apa ya, kerajinan ya sudah lumayan rajin. Tapi itu lagi, karena mereka heterogen ya, ada ya yang rajin, ada yang malas, ada yang masih hampir sama. Seperti itu.

P : Heterogen ya Bu jadinya. Emm...tapi ketertarikan mereka terhadap Bahasa Inggris cukup besar atau tidak Bu?

GBI :Cukup besar itu. Untuk anak akuntansi, AK1, AK2, AK3 cukup besar itu. Yang rendah itu nanti kalau Pemasaran.

P : Jadi bisa digolongkan mereka cukup aktif gitu ya Bu di dalam kelas?

GBI : Ya, mereka cukup aktif. Meskipun ..maksudnya gini, kata-kata yang mereka produksi salah atau betul tapi lumayan aktif. Ya..sudah aktif. Tapi itu lagi, emm...kadang juga pasif. Jadi di sini juga harus bagaimana memotivasi mereka untuk merespon begitu.

P : Cara meresponnya seperti apa Bu?

GBI : Ya...mungkin harus diulang-ulang, emm..apa , kalimat pertanyaannya. Atau mungkin dengan cara.. apa, memberi contoh, atau yang lainnya supaya mereka itu bisa menjawab pertanyaan itu. Jadi tidak hanya..atau mungkin ketika mereka tidak konsentrasi kan kita harus mengatakan, mungkin kalau saya sukanya kalau mereka ketika saya tanya tidak menjawab, trus saya "Hello..." Trus mereka baru, "Hi...". Trus baru, "Bisa dilanjut?". Tapi pakai Bahasa Inggris kayak gitu, biar o.... Atau kalau enggak itu kadang ada yang melamun, "Are you with me?" Malah bingung, "Ibu Tanya apa?" Hahaha..... Itu saya dapat dari Bu Warsih itu, "Are you with me?" Trus kadang itu, "Your body with me but your mind is travelling." Trus anak-anak, "Grrrr..." Baru trus bisa konsentrasi lagi. Kayak gitu, mungkin cara saya gitu.

P : Jadi penggunaan Bahasa Inggrisnya ya gitu ya Bu ya. Apa, sedikit demi sedikit gitu ya Bu?

- GBI : Iya. Di sini meskipun.. Di sini secara nilai, anak itu tertulis nilainya bagus. Iya bagus, tapi faktanya kalau speaking ya.. minim juga. Anak-anak merespon itu ya.. apa ya, lumayan. Maksute tidak terlalu aktif untuk speaking. Hanya beberapa siswa saja. Mungkin karena itu tadi, malu, takut. Jadi kalau disuruh speak, nha.. kalau disuruh berbicara yaa agak sulit kalau itu tidak dinilai. Ketika dinilai, disuruh presentasi, oke yok. Tapi ketika hanya, apa ya, untuk komunikasi biasa ya hanya beberapa siswa saja. Padahal ada siswa yang pintar tapi kadang malas menyampaikan sesuatu. Yaa..ada yang seperti itu.
- P : Kemudian, emm..untuk kemampuan writing siswa, ini lebih spesifik lagi ya Bu. Kemampuan writing siswa sendiri bagaimana Bu?
- GBI : Ya. Emm...seperti yang saya sampaikan ke mbak yang tadi itu ya. Kalau kemampuan writing ya, menurut saya, apa ya, memang masih minim gitu lho. Hanya beberapa siswa yang sudah bisa membuat kalimat. Ini yang paling nganu, yang paling sederhana kan kalimat ya, itu dengan baik. Ketika misalkan saya menyuruh, "What did you do this morning?" or "What did you do last night?" In one sentence, nanti hanya mungkin sepuluh siswa yang betul. Lainnya kan njawabnya nanti masih pakai present, njawabnya nanti masih pakai bentuk -ing, jarang yang pakai verb two. Jadi kemampuannya memang, writing, masih apa ya, rendah.
- P : Jadi memang butuh treatment ya Bu?
- GBI : Iya. Tapi kalau itu tadi. Contohnya begini ni, dikasih contoh .Kalu saya kan suka, kalau mereka bingung, trus saya kasih contoh ke diri saya. Baru mereka, o...begitu. Mungkin bertambah betulnya begitu. Tapi untuk, emm ke paragraph-paragraf, mungkin akan lebih banyak.. maksute, kemampuannya akan terlihat lebih jelek lagi. Hehe..
- P : Kemudian untuk kondisi kelasnya. Emm... itu kan mixed-level ya Bu? Seperti itu?
- GBI : Iya.
- P : Mixed-level. Kemudian apa kendala mengajar di kelas yang seperti itu.
- GBI : Nha..kendalanya itu ketika menjelaskan, siswa yang level atas sudah paham, sementara yang belum, yang level rendah kan belum. Nha, biasanya, saya kalau seperti itu, saya kan in groups-nya trus dicampur. Ada yang rendah sama yang tinggi. Karena nanti soalnya kalau tingi-tinggi semua, maksudnya kalau pintar-pinter semua, nanti terus yang level rendah-rendah semua nanti nanti beda sekali produksinya, hasilnya. Apa itu, mungkin hasilnya writing, atau speaking, atau..tugasnya itu akan beda sekali. Tapi kemungkinan itu, lemahnya ya Mbak ya, ketika seperti itu nanti yang mendominasi juga yang pintar. Nha trus yang mungkin, yang low students- nya kadang trus diem, pasif. Tapi mungkin kalau report, melaporkan, kalau saya, saya suruh one by one. Jadi ketika itu ya harus diberi. Jadi nanti semuanya harus me-report-kan...
- P : Hrus mencoba ya Bu?
- GBI : Nha.he eh. Mencoba. Meskipun nanti hasilnya mungkin gini, laporannya enam kalimat ya. Dibagi. dua-dua kalau grupnya tiga. Jadi semuanya punya kemampuan atau keberanian untuk menyampaikan. Tidak hanya kalau satu siswa kan pasti nanti yang dominan yang pintar, yang berani. Yang lainnya diem, gitu. Jadi seperti itu.
- P : Jadi semuanya dapat kesempatan untuk mencoba ya?
- GBI : Iya. Meskipun nanti penyampaiannya kan beda-beda. Yang pintar mungkin dengan cara lebih lama, kalimtnya lebih panjang. Tapi kalau yang di bawah mungkin to the point Mbak, gitu.
- P : Kemudian, emm... lebih spesifik lagi, ke materi dan tasks-nya. Apakah task yang diberikan selama ini dalam jenis dan level yang sama untuk seluruh siswa, Bu?
- GBI : Mayoritas ya. Mungkin itu tidak ideal ya Mbak. Tapi mungkin, berhubungan apa ya, entah saya pribadi atau semua guru, mungkin kalau satu kelas AK itu... Misalkan satu kelas AK itu kemampuannya hampir sama ya, tugas-tugasnya ya hampir sama seperti itu. Apa, sama gitu untuk semuanya. Jarang sekali untuk dibeda-bedakan.

- P : Kemudian, emm....seperti itu menurut Ibu kelemahannya apa Bu, dengan mengimplementasikan task-task yang sama seperti itu Bu?
- GBI : Ya..kelemahannya begini, kan guru harus memberi tugas yang di tengah-tengah kan Mbak? Tidak mungkin kan di kelas atas. Kalau kelas atas nanti siswa yang di kelas bawah terlalu sulit.
- P : Iya.
- GBI : Kalau sesuai yang kelas bawah, kelas atasnya yang terlalu mudah. Jadi ya memang ada kelemahannya ya itu tadi.
- P : Emm.. untuk menyikapi siswa-siswa yang merasa tertinggal seperti itu Bu, gimana?
- GBI : Ehm. Biasanya kan ketika itu mungkin kalau kerja kelompok atau mungkin juga individu ya Mbak ya, kan sering keliling. Nha itu dengan tanya juga. Kalau yang siswa...kan sudah tau misalnya si A, si B ini agak lemah, nha itu ditanya atau bagaimana. Kan mereka dari hasilnya yang kelas atas sudah selesai. Sudah selesai kan saya cek, sudah. Kalau yang belum ditanya, kenapa. Saya bantu, ya semampu saya, bagaiman saya bantu, seperti itu. Atau mungkin, boleh silahkan tanya, atau temennya yang pintar silahkan dibantu. Begitu.
- P : Dengan kata lain, feedback-nya diberikan selama proses ya, Bu? Gurunya harus aktif seperti itu Bu?
- GBI : Emm... tidak selalu. Jadi kadang feedback-nya ketika pembelajaran mungkin kalau individual seperti itu. Tapi mungkin ketika dikumpulkan saya yang ngoreksi sendiri. Atau mungkin speaking itu ya Mbak. Speaking, Writing, kan penilaian saya kan saya amati, trus nanti feedbacknya nha, "Dari presentasi tadi, ada yang bagus, begini begini. Ada yang kurang, begini beini begini." Jadi mungkin saya feedbacknya di akhir bisa, langsung juga bisa. Gitu.
- P : Tergantung kebutuhan ya Bu?
- GBI : Betul, betul.
- P : Tadi kan yang weaker ya Bu? Untuk yang stronger students seperti itu, ketika mungkin mereka menyelesaikan tugas dalam waktu yang lebih singkat, nha apa yang dilakukan Bu?
- GBI : Eh...mungkin itu kelemahan saya. Kalau saya ya mungkin... gimana ya ? Emm... kadang-kadang ya saya biarkan. Kadang-kadang seperti itu. Kadang-kadang ya itu tadi, saya suruh mbantu yang lemah seperti itu, tapi tergantung mood juga.
- P : Pernah diberi tugas tambahan atau pengayaan seperti itu Bu?
- GBI : Pernah. Jadi mungkin pengayaan. Setelah tes itu ya Mbak ya. Setelah tes itu kan yang kurang diberi soal remidi. Diberi soal yang sama. Kadang diberi soal yang sama saja kadang nilainya jadi turun. Trus nanti yang kelas yang nilainya bagus, saya kasih soal. Bisa soal yang itu tadi bisa dengan soal yang lain yang lebih sulit saya beri juga. Dan Nilainya bisa... ya...tergantung mood mereka. Ada yang lebih bagus, ada yang jadi jelek. Ada yang , sama.
- P : Jadi tergantung mood ya Bu?
- GBI : Iya. Kadang kan kita memang mengerjakan sesuatu kan kadang siap atau tidak.
- P : Kemudian, dalam settingnya ya, siswa itu varied kan ya Bu?
- GBI : He Em.
- P : Siswa itu mengerjakan tugasnya sendiri, berpasangan, berkelompok, seperti itu ya Bu. Ketika berkelompok, itu kelemahannya apa Bu?
- GBI : Di kelas Bahasa Inggris, ketika disuruh berdiskusi, berkelompok, satu yang paling sulit, mereka tidak mau berbicara dalam Bahasa Inggris. Nha itu, kendala utama itu. Trus itu tadi, masih tetap siswa yang pintar yang mendominasi. Dari entah apa ya, penulisan hasil, hasil presentasi. Jadi kendalanya sulit kalau disuruh diskusi, mereka diskusi pakai Bahasa Indonesia, pakai Bahasa Jawa. Padahal penginnnya saya kalau bisa kan mereka berani juga practice speaking English. Nha kayak gitu. Tapi kadang, saya biarkan gitu lho Mbak. Tapi trus nanti saya datangi satu trus saya suruh practice itu. Sekarang kalau pakai Bahasa Inggris. Nha itu caranya. Cuma selama ini kemampuan saya segitu gitu. Tapi kalau all the time, mereka pakai Bahasa Inggris

masih sulit. Jadi mereka mau menggunakan Bahasa Inggris ketika harus presentasi, dinilai itu tadi. Kalau tidak, ya masih agak kurang. Kurang. Bukan agak ya..tapi kurang.

P : Jadi harus diberikan semacam, apa ya, penguat gitu ya Bu?

GBI : Iya.

P : Penguat. Diberi motivasi, salah satunya dengan dinilai gitu ya Bu ya?

GBI : Iya. Ketika mengerjakan saja, misalkan, "Do Task bla bla bla now." Itu nanti, "Bu, ini nanti dinilai gak?". Tak tanya, "Kenapa?" Trus saya jelaskan, "Setiap pembelajaran itu ingat kita pasti dinilai oleh Bapak Ibu Guru. Bedanya kadang nilainya nanti dicatat, kadang tidak dicatat. Tapi selalu dinilai." Jadi gitu.

P : Emm..iya. Kemudian, untuk ke depannya, pembelajaran seperti apa yang Ibu harapkan?

GBI : Kdang itu..gimana ya Mbak ya.. Kadang itu saya berfikir pengen begini, kadang terus saya tidak mampu, ya terus sudah seperti yang kemarin. Tapi sekarang saya kepingin misalkan seperti tadi, misalkan, saya merasa penilaianny kalau per skill itu menurut saya jauh lebih baik dari pada yang sekarang. Tetapi kan saya kan itu tidak mungkin karena tuntutan sekarang KTSP harus integrated, nilainya integrated. Jadi, satu semester kan kemungkinan ulangnya 4 kali, 4 KD itu 4 kali. Kadang trus saya sendiri. Saya mau ngetes speaking,tak tambah sendiri. Tak ambil nilai sendiri. Trus, kayaknya ini bagus untuk writing, ya udah. Meskipun 1 semester hanya 1 kali, yaa saya ambilsekali. Tapi kalau jaman dulu kan setiap KD ada speakingnya, writingnya. Jadi empat-empatnya itu ternilai gitu.

P : Itu kalau yang dulu..

GBI : Tapi kalau sekarang kan ya itu tadi. Mau speaking opo gak tergantung gurunya. Pokoknya ada materinya mengacu seperti UNAS. Tertulis.

P : Jadi orientasinya tetep UNAS ya Bu ya?

GBI : Iya. Memang seperti itu. Terus untuk listening. Mungkin untuk kelas 1 kelas 2 belum otentik listeningnya. Jadi masih sulit itu. Sekali-sekali listening. Tidak per-KD. Tiap semester itu hanya dua tiga kali masuk lab. Hanya untuk pengenalan gitu. Pengenalan listening. Atau mungkin kadang kelas 2 disuruh nonton film. Kayak gitu. Terus nanti ceritanya tentang apa. Kalau saya mungkin belum penilaian yang dimasukkan. Tapi hanya mungkin untuk mengecek kemampuan mereka. Jadi listening cycle-nya nanti waktu UNAS. Jadi kelas 1-2 dibiasakan masuk lab, diberikan contoh-contohnya listening seperti ini. Atau mungkin kalau kelas satu sesuai listening yang awal-awal itu. Nanti saya beri pertanyaan, suruh mendengarkan. Jadi itu nanti untuk melatih. Untuk mengetes yang diambil nilainya itu belum.

Interview 2, 5 Oktober 2010, perpustakaan

P: Peneliti GBI: Guru Bahasa Inggris

P :Langsung aja ya Bu. Saya mau bertanya tentang materi. Learning materials-nya siswa seperti itu biasanya inputnya diambil dari mana saja Bu?

GBI: Biasanya, jadi kalau saya, kalau kelas saya itu mengajar, kita kan punya buku Bahasa Inggris ya. Jadi mengacunya mayoritas hampir semua guru di sini memakai buku teks. Jadi itu. Tapi ketika nanti di situ tidak sesuai dengan silabus, di silabus masih ada materi, bisa dicarikan dari buku yang lain. Atau kadang dari ngenet. Atau pokoknya dari... tapi tidak dari buku ya. Di situ gak ada, dicarikan dari yang lain, buku lain yang sesuai dengan silabus. Atau mungkin gurunya meng-create sendiri bisa. Tapi diusahakan semua materi yang ada di silabus itu diajarkan ke siswa.

P : Tapi tadi mayoritas dari satu buku teks ya Bu?

GBI : Iya.

P : Jadi cenderung book-based ya, seperti itu?

- GBI : Memang kalau e.e..praktiknya selama ini memang seperti itu. Jadi, apa ya, berdasarkan buku itu. Karena di situ sudah ada kan. Jadi hanya dari satu buku itu Mbak. Jadi gini ya, misalkan KD 1 ya, materinya akan ada ini ini ini. Di buku itu sudah ada, ya sudah dari buku yang dimiliki guru dan siswa. Karena tuntutan pengawas juga, itu ketika nanti ketika supervisi, guru dan siswa itu harus punya buku pegangan. Jadi itu nanti yang dipakai. Tapi kalau gurunya mau kreatif ya bolehlah membuat apa ya, mungkin materi pembelajaran dari soalnya, a seumpamanya sendiri boleh. Tetapi mayoritas guru ya, saya tidak tahu atau hanya saya sendiri yang malas, keterbatasan atau apa, jadi memakai satu buku ini. Yang dari awal di... ini sudah sesuai silabus belum. Oh sudah mendekeati. Berarti pakai yang ini saja. Besok yang kurang ya dilengkapi dari sumber lain.
- P : Baik Bu. Tapi untuk inputnya sendiri, bagaimana tanggapan siswa Bu? Apakah terlalu sulit atau bagaimana.. Menurut Ibu bagaimana?
- GBI : Selama ini mereka baik-baik saja. Tapi saya pernah, memakai sebelum buku baru datang ini kan memakai buku cokelat itu, nah itu kadang mereka, “Bu, kok soalnya begini Bu? Kok sulit?” Nah itu termasuk juga to input? Kok begini? Nah itu ketika seperti itu, nanti kadang saya terus agak mengganti model soalnya atau saya kasih sendiri dari saya. Seperti itu.
- P : Berarti, sudah lumayan memenuhi kebutuhan siswa. Terus kemudian topik-topiknya sendiri Bu, sudah memfasilitasi siswa yang notabene siswa kejuruan seperti itu Bu?
- GBI : Untuk ke topik-topik memang...e... gimana ya Mbak ya. Itu kalau yang misalnya dari buku- buku itu kan umum ya. Karena...
- P : General English ya Bu ya?
- GBI : Iya, kita tahu itu kejuruan itu ada jurusannya kan ada banyak sekali. Jadi mungkin dari buku itu, materi di situ tidak bisa mewakili setiap jurusan. Jadi itu yang dihadirkan itu materinya materi kelas umum. Jadi mungkin kalau ketika nanti siswa e...SMK gitu. Itu mungkin yang agak ke jurusannya hanya mungkin bedanya ada materinya business letter atau yang agak kejuruan gitu. Tapi mayoritas masih umum. Jadi mungkin belum terwakili. Mungkin ketika nanti dihubungkan dengan accounting students, untuk kebutuhannya mereka, untuk mendukung ke sana itu Bahasa Inggrisnya yang apa itu belum terlalu terwakili. Tapi misalkan anak AP itu juga hanya sedikit, untuk Penjualan juga sedikit. Tapi itu ... gimana ya, sepertinya silabusnya seperti itu. Biasanya kan kita mengajar berdasarkan silabus. Nanti kelas 3 langsung harus mengacu ke UNAS. Jadi kita tidak bisa mengajar sesuai... semau kita. Itu ada aturannya.
- P : Jadi tetap UNAS-oriented ya BU ya?
- GBI : Betul.
- P : Baik, sekian dulu saja Bu untuk hari ini. Terima kasih.
- GBI : Ya, sama-sama.

Interview 3, 12 Oktober 2010, ruang BK

P: Peneliti GBI: Guru Bahasa Inggris

- P: Selama saya melakukan observasi ya Bu, itu menurut saya teching-learning of writing skill itu masih belum dilakukan secara maksimal. Karena masih sebatas menjawab pertanyaan dan masih sebatas satu dua kalimat seperti itu. Nah, kalau menurut Ibu sendiri, sebenarnya teaching-learning of writing ini sudah maksimal belum Bu? Sudah efektif atau belum Bu?
- GBI: Mm...selama ini kalau saya pribadi memang belum maksimal karena mungkin memang di UNAS juga tidak ada tuntutan seperti itu. Makanya kami mengadakan ya yang sesuai yang nanti tujuannya UNAS begitu. Tapi sebenarnya yo perly. Tetapi itu kan memerlukan waktu yang lama untuk siswa menulis, untuk guru mengoreksi. Jadi mungkin jarang dilakukan seperti itu. Mungkin kalau selama ini writing ya itu tadi.

Maksimal hanya simple paragraph. Dari kelas satu sudah itu. Tetapi itu tadi. Atau mungkin kalau disuruh writing itu ketika guru meninggalkan tugas nanti disuruh ngarang satu paragraph tentang ini. Mungkin seperti itu. Tapi itu tadi. Kendala utamanya nanti koreksi itu akan memakan waktu yang lama. Jadi mungkin kalau saya probadi ya kadang yo males. Jadi teaching writing-nya tidak maksimal dan yak arena tidak ada tuntutan. Kalau dulu di UNAS kan ada ujian praktek, di situ ada writing atau speaking. Kalau seperti itu mungkin kami akan sesering mungkin mengajar writing. Tapi sekarang kan tidak ada. Hanya nanti fokusnya ke listening, reading. Makanya lebih banyak porsinya ke situ.

P : Lalu selama ini tugas-tugas writing itu seperti apa Bu? Tadi kan maksimal simple paragraph ya Bu? Nha itu bentuknya seperti apa?

GBI : Jadi begini Mbak, biasanya kalau di kelas saya jarang ya menyuruh mereka menulis. Paling banter ya kalimat, dua tiga kalimat. Misalnya describing past tense. Nha itu saya kasih homework untuk buat paragraph tentang kejadian apa gitu, kejadian unforgettable memory atau event seperti itu, nanti terus penilaiannya tidak dinilai satu-satu. Mungkin nanti hanya saya suruh berdiskusi, membahas antar siswa seperti itu. Jadi mungkin tidak mengoreksi satu-satu. Jadi mungkin ada yang terlewat. Maksute tidak maksimal hasilnya begitu.

P : Makanya ya writing-nya minin itu ya Bu? Itu secara general Bu? Seluruh kelas 2 begitu Bu?

GBI : Mm...kalau kemarin itu membuat surat lamaran itu juga anak-anak hanya mencontoh. Jadi sudah ada contoh hanya saya kasih job vacancy, terus mereka hanya mengganti surat yang tadi seperlunya saja. Jadi itu bukan betul-betul surat lamarannya mereka gitu. Kemudian, jika membahas tentang surat ya Mbak ya, entah surat bisnis atau apa, biasanya memang diberikan contoh dulu, dipelajari, nanti ya ada pertanyaan, terus biasanya anak-anak itu saya suruh praktek terus membuat surat seperti yang ada. Di situ biasanya entah business letter atau application letter itu hanya melengkapi, bukan betul-betul membuat semuanya. Sepertinya mereka belum mampu itu, atau mungkin memang mengajar writing-nya memang belum maksimal jadi hasilnya ya tidak maksimal juga gitu. Selama ini seperti itu. Sampai kelas 3 pun seperti itu. Masalahnya kadang menulis surat itu di dunia kerja tidak terlalu dibutuhkan. Jadi asal mereka tahu, dan mereka pernah meembuat surat lamaran.

P : Ya. Ya. Ya.

GBI : Sekali lagi kalau seperti ini saya berikan tugas di rumah. Saya tidak tahu apakah saya yang tidak tegas atau bagaimana, tapi ketika anak-anak disuruh menulis yang betul-betul di kelas itu kadang ya itu tadi...

P : Takes time ya?

GBI : Nha.... Jadi lebih baik buat paragraph di rumah terus kadang dikumpulkan, kadang dibahas bareng-bareng, seperti itu. Itu lebih efektif menurut saya.

P : Saya juga akan seperti itu Bu. Ketika nanti sudah membuat, itu saya juga tidak mengekspektasikan tulisan yang terlalu kompleks atau bagaimana. Yang sederhana, yang penting sudah memberikan input untuk mereka yang seperti itu. Dan ya...menyesuaikan lah dengan kemampuan merka.

GBI : Terus ini Mbak, saya yakin kalau mereka disuruh membuat lengkap itu mereka tidak bisa. Karena berdasarkan pre-test nya kemarin itu cukup amburadul. Nya jadi kalau mereka dipaksa membuat satu paragraph yang betul saja kalau free masih sulit. Jadi ya, writing-nya masih betul-betul minim.

P : Iya Bu. Ya saya akan menyesuaikan saja. Mereka yang penting diberikan latihan-latihan yang banyak untuk membiasakan mereka.

Interview 4, 19 November 2010, ruang guru

P: Peneliti GBI: Guru Bahasa Inggris

P : Bagaimana menurut ibu tentang proses belajar-mengajar Bahasa Inggris tadi, Bu?

GBI : Yah, pada dasarnya it run well. Ekspresi guru ketika mengajar sudah bagus. Membawa dirinya di depan siswa-siswa juga bisa gitu. Ketika ada siswa yang tidak segera mengerjakan yang seharusnya juga langsung tanggap. Meskipun pertama-tama siswa kurang perhatian, tapi lama-lama perhatian ke materi.

P : Ya, ya Bu.

GBI : Tapi, lebih baik gunakan Bahasa Inggris lebih banyak. Ya mungkin kalau menjelaskan materi boleh lah pakai Bahasa Indonesia. Tapi ketika memberikan instruksi sederhana seperti “Garis bawah ekspresinya.” bisa dipakai “Underline the expressions.” Nanti mereka akan mengerti.

P : Oh iya Bu. Tadinya kalau mau pakai fully in English takutnya anak-anak gak ngerti dan males duluan.

GBI : Oh, tidak perlu fully in English. Tapi penggunaan Bahasa Inggrisnya lebih ditingkatkan. Tapi, basically sudah baik mbak.

P : Tapi aktivitas menulisnya baru sebatas melengkapi dialogue berdasarkan informasi yang didengar siswa. Meskipun listening tapi kan juga melibatkan aktivitas menulis kan Bu? Juga menjawab pertanyaan dengan kalimat lengkap. Lalu, ibu juga meminta untuk materi-materinya jangan yang berat-berat dulu.

GBI : Iya nggak apa-apa Mbak. Ini kan memang baru awal.

P : Baik Bu. Terima kasih ya Bu.

GBI : Iya sama-sama.

Interview 5, 23 November 2010, ruang kelas saat istirahat

P: Peneliti S1: Siswa 1 (Nia) S2: Siswa 2 (Garnis)

P : Nia sama Garnis ya? Dari kelomok hijau kan?

S1 dan S2 : Iya Mbak.

P : Ngobrol-ngobrol sebentar boleh ya?

S1 & S2: Iya Mbak.

P : Mm...menurut kalian, tadi belajar Bahasa Inggris-nya gimana?

S1 : Asyik Mbak.

P : Asyiknya di mana memangnya dek? Di learning activities-nya atau gimana?

S1 : Learning activities-nya menarik. Gurunya juga komunikatif, bisa bawa suasana, dan gak monoton. Selama ini kan kalau Bu Juni mungkin agak monoton ya. Untuk kali ini lebih menarik dan komunikatif.

P : Kalau menurut Garnis gimana?

S2 : Menarik Mbak. Belajarnya juga jadi semangat.

- P : Oke. Nha trus apa tanggapan kalian dengan bekerja dalam kelompok?
- S1 : Wah seru Mbak. Pekerjaan juga jadi lebih baik.
- S2 : Iya. Iya.
- P : Maksudnya pekerjaan jadi lebih baik?
- S1 : Ya kan kita jadi bisa sharing sama temen.
- P : Jadi bisa diskusi gitu ya?
- S1 : Iya Mbak.
- S2 : (mengangguk-angguk)
- S1 : Kita juga jadi aktif.
- P : Semua jadi bisa ikut berpartisipasi dalam mengerjakan task ya?
- S1 & S2: Iya Mbak.
- P : Trus untuk learning task-nya, yang sudah saya berikan tadi, menurut kalian gimana? Terlalu sulit atau terlalu mudah atau gimana?
- S1 : Mm...lumayan Mbak. Ya...gak sulit kok ya Nis?
- S2 : He eh.
- P : Trus kalau differensiasi tasks-nya gimana?
- S1 : Maksudnya gimana Mbak?
- P : Begini, kan itu masing-masing kelompok merah, kuning, hijau kan diberikan tasks dengan tingkat kesulitan yang beda-beda, sesuai dengan kebutuhan belajar kalian. Itu juga berdasarkan hasil pre-test dan kuisioner yang dulu itu. Dan seperti yang saya bilang dari awal, saya tidak bermaksud mendiskriminasikan kalian semua. Dulu pas observasi juga ada beberapa siswa yang selesai duluan sibuk sendiri dan dibiarkan tidak melakukan apa-apa. Nha, dengan adanya tasks yang saya berikan itu menurut kalian gimana?
- S1 : Oh iya Mba. Itu menurut saya bagus. Kita jadi nggak jenuh nunggu yang belum selesai.
- P : Kalau menurut kamu gimana Nis?
- S2 : Ya sama Mbak.
- P : Trus kalian merasa terdiskriminasi gak? Kebetulan juga kan kalian ada di kelompok hijau, tasks-nya kan mm...tingkat kesulitannya kan paling tinggi daripada kelompok yang lainnya.
- S1 : Awal-awal si iya karena belum ngerti. Tapi setelah tau tujuannya ya oke-oke aja. Bagus kok Mbak.
- S2 : Iya, awal-awalnya memang ngerasa dibeda-bedain. Ya karena belum ngerti itu.
- P : Mm...berarti is it okay dong kalau diimplementasikan? Bisa membantu kalian gitu?
- S1 : Yes!
- S2 : (mengangguk-angguk)
- P : Nha masukannya apa nih buat pembelajaran Bahasa Inggris ke depannya nanti?
- S1 : Apa ya? Kalau tasks-nya uda lumayan Mba. Mm...apa ya?
- S2 : Ini Mbak, pas jawab soal, beri kesempatan juga sama yang belum jawab sama sekali. Jangan itu-itu aja. Jadi bisa aktif semua gitu.
- P : Baiklah. Segitu aja. Terima kasih ya dek. Semoga besok pembelajarannya jadi lebih baik.
- S1 & S2: Iya Mbak. Sama-sama.

Interview 6, 23 November 2010, ruang guru

P: Peneliti GBI: Guru Bahasa Inggris

P : Gimana Bu pembelajaran hari ini?

GBI : Anak-anak lumayan aktif ya. Tapi sepertiga sampai setengahnya anaknya memang masih itu-itu saja.

P : Iya sih Bu.

GBI : Tapi mereka yang diam itu mungkin juga tahu jawabannya. Tapi ya mereka memang enggan untuk aktif itu. Tapi ketika diterangkan mereka memperhatikan. Hanya sedikit sekali kok yang tidak memperhatikan.

P : Iya Bu. Lalu yang lain Bu?

GBI : Mm...sudah baik sih Mbak. Mengelola kelasnya baik lho Mbak. Kalau saya mungkin malah tidak bisa seperti itu.

P : Begitu Bu?

GBI : Iya. Cara membuat siswa yang tidak aktif jadi 'ngeh' itu juga baik. Jadi dikasih soal begitu to? Lalu supaya mereka mendengarkan juga Mbak Asna tadi mengecek apa mereka tau jawaban yang dibaca oleh kelompok lain. Jadi mereka lalu memperhatikan.

P : Iya Bu.

GBI : Kemudian waktu membahas jawaban juga sudah baik. Siswa di-invite, kemudian di-cross check. Siswa juga diminta memberikan bukti. Semua sudah dilakukan.

P : Ya saya berusaha untuk tidak seperti testing Bu. Jadi tidak hanya jawa nomor 1 apa? Yak benar. Kemudian nomor 2? Itu nanti siswa nggak paham dengan jawabannya.

GBI : Betul Mbak. Memang benar seperti itu. Jadi siswa benar-benar tahu kenapa mereka menjawab seperti itu.

P : Tapi Bu, sampai saat ini proses menulis yang dilakukan baru mengisi dialogue rumpang dan menulis dialogue. Itu juga tugas kelompok.

GBI : Ya nggak apa-apa Mbak. Itu juga kan writing.

P : Iya Bu. Lalu masukannya apa lagi Bu?

GBI : Tekniknya bagus Mbak. Kalau memang baik, I'll try.

P : Jadi nanti untuk ke depannya Ibu mau melanjutkan menggunakan teknik ini?

GBI : Ya. Tapi melihat situasi juga.

P : Tadi waktu saya wawancara siswa, kebetulan mereka dari kelompok hijau, tingkat atas begitu Bu, tanggapannya juga baik. Mereka bisa menerima. Intinya mereka terbantu lah Bu.

GBI : Mm... Baiklah.

P : Baik Bu. Sekian dulu ya Bu. Terima kasih.

GBI : Iya Mbak. Sama-sama.

Interview 7, 26 November 2010, ruang kelas saat istirahat

P: Peneliti S3: Siswa 3 (Isti)

P : Ngobrol-ngobrol bentar ya dek?

S3 : Nggak ah Mbak. Nggak..

P : Nggak apa-apa. Ngobro-ngobrol aja kok ya. Bentar aja.

S3 : Iya deh Mbak.

P : Ini sama dek siapa ya?

S3 : Isti Mbak.

- P : Oke. Jadi menurutmu, selama belajar Bahasa Inggris pake tiered assignments ini gimana?
- S3 : Mm...jadi gini Mbak. Dulu kan pas pertama Mbaknya pernah bilang, kalau Mbak nggak akan mendiskriminasi. Kalau saya sih nggak masalah Mbak. Tapi temen-temen yang lain....Mm...kan ada warna merah, kuning, hijau ya Mbak? Lama-lama mereka juga akan ada yang ngrasa terdiskriminasi juga. Itu kan tingkat kesulitannya beda kan Mbak?
- P : Iya.
- S3 : Nha itu. Misalnya kalau merah ya Mbak. Itu kan ada di tingkat mm... paling bawah gitu kan Mbak? Kalau ada yang negative thinking duluan ya jadi males. Tapi kalau yang sadar ya, oh kemampuan saya memang segini, berarti saya harus belajar lagi.
- P : Tapi sebenarnya gini dek, saya betul-betul tidak bermaksud untuk mendiskriminasi tapi untuk memberi treatment yang sesuai. Sesuai dengan yang dulu pre-test nya itu. Nha itu kan terlihat to, kalian yang kurang di writing mana, yang sedang mana, dan yang “kelebihan energy” itu mana. So, saya mambuat tiga macam jenis seperti itu.
- S3 : Nha iya Mbak.
- P : Tapi mungkin memang tanggapannya beda-beda ya. Kalau kemarin kelompok hijau memberi tanggapan positif. Jadi semuanya sama-sama tertantang. Nanti kan akhirnya mereka selesainya dalam waktu yang hampir bersamaan. Dan mereka akan tertantang secara lebih tepat. So, tanggapan adek dengan tiered assignments ini gimana?
- S3 : Kalau menurut saya ini cukup baik karena kan disesuaikan dengan kemampuan. Tapi kan pandangan-pandangan dari yang lain itu lho Mbak. Tergantung dari mana kita memandang aja sebenarnya. Tergantung orangnya aja, bagaimana kemampuan dia menafsirkan metode ini. Kalau saya ya seperti ini. Dari kelas satu tetep sama aja. Nggak ada yang kelas 2 itu sulit, terus kelas 1 itu gampang. Yo nggak ada bedanya gitu lho Mbak.
- P : Jadi mungkin ini ya dek, saya perlu retell, re-explain metode ini lagi supaya mereka tidak salah paham gitu?
- S3 : Iya itu.
- P : Nha trus kalau grup work dek, kamu setuju nggak?
- S3 : Kalau saya sih setuju Mbak. Tapi kalau ada anak yang sulit, kaya gitu malah membuat dia enak. Tapi kalau yang sadar mau mengerjakan, itu malah akan memacu , kan bisa bareng-bareng mengerjakan jadi cepet. Tapi kalau yang males ya terus ‘njagakke’, temen-temen aja yang mengerjakan.
- P : Tapi kalau kamu pribadi, setuju nggak dengan group work ini? Kan dulu pas saya ngasih questionnaire itu kan kurang dieksplor ya yang namanya group work.
- S3 : Kalau saya si setuju Mbak. Kan bisa kerja sama, lebih cepet juga selesainya.
- P : Jadi ada sharing ya? Ada diskusi gitu ya?
- S3 : Iya.
- P : Nha terus kalau aktivitasnya gimana?
- S3 : Yah, cukup aktif lah Mbak. Ah udah ya Mba? Saya mau ke sana dulu.
- P : Ya udah dek. Makasih ya dek.
- S3 : Iya Mbak.

Interview 8, 26 November 2010

P: Peneliti GBI: Guru Bahasa Inggris

P : Tadi gimana Bu?

GBI : Wah, tadi aktifitasnya bagus sekali Mbak. Anak-anak jadi aktif.

P : Yang game tadi Bu?

GBI : Iya. Anak-anak aktif sekali. Ketika disuruh rebutan juga mereka cepet-cepet. Hanya kalau yang nggak kebagian tempat ya sudah, terus ngalah.

P : Mereka senang Bu. Saya bebaskan untuk membuat kalimat tentang future plans. Mau itu bukan kenyataan juga nggak apa-apa. Yang penting tidak keluar materi. Hasilnya ya jadi kayak gitu. Ada yang lucu juga kalimatnya Bu. Tadi ada yang nulis, "Nia is going to be a president in Suriname." Hehehe. Anak-anak ya jadi ketawa.

GBI : Hehe. Iya Mbak. Pokoknya anak-anak itu kalau topiknya mereka suka, mengerjakannya pasti jadi semangat.

P : Asal sesuai sama interest-nya mereka gitu ya Bu?

GBI : Iya.

Interview 9, 30 November 2010, ruang kelas saat istirahat

P: Peneliti S4: Siswa 4 (Rani) S3: Siswa 3 (Isti)

P: Boleh tanya-tanya sebentar?

Siswa : Iya Mbak, boleh.

P : Namanya siapa ya dek? Wah, saya belum apal-apal juga nih.

Siswa : Rani Mbak.

P : Oh ya, Rani. Dari kelompok kuning ya?

S4 : Iya.

P : Nah, menurut kamu, bagaimana pelajaran Bahasa Inggris empat pertemuan ini? What do you feel?

S4 : Mm... enak Mbak

P : Enak gimana?

S4 : Ya... enjoy, jelas, asyik. Ya pokoknya kalau pas dijelasin ya saya mudeng gitu.

P : Oh oke. Terus kalau bekerja dalam kelompok gimana? Membantu nggak?

S4 : Iya Mbak. Kalau biasanya kerja sendiri itu merasa sulit, kan paling deket tanya sama temen sebelah. Kalau dia pas bisa ya bisa, tapi kalau enggak ya enggak.

P : Jadi kurang maksimal gitu ya?

S4 : Iya Mbak. Kalau di kelompok kan bisa saling tanya.

P : Bisa share ya?

S4 : Iya.

P : Nha kalau untuk aktivitas belajarnya gimana? Tingkat kesulitannya gimana? Terlalu sulit atau terlalu mudah? Sudah cukup menantang kah?

S4 : Ya... cukup lah mbak. Pokoknya saya bisa mengikuti lah Mbak.

P : Mm... Berarti cukup menantang gitu dek?

S4 : Iya Mbak.

P : Sudah puas dengan tasks-nya atau pengen coba mengerjakan tasks untuk kelompok lain?

S4 : Pengen sih Mbak. Pengen coba yang lebih.

P : Bagus. Tapi, kamu merasa terdiskrimansi nggak dengan pembedaan tasks ini?

S4 : Mm...awalnya sih merasa terdiskriminasi Mbak. Kok dibeda-bedakan gini? Jadi ngrasa, oh itu yang pinter-pinter. Trus ada juga yang nggak bisa. Tapi setelah makin ngerti ya oke-oke aja.

(Isti datang dan ikut berkomentar)

S3 : Mbak, ada yang bilang juga ke saya, sebenarnya metode yang dipakai Mbak Asna tu tujuannya baik, tapi ya ada efek sampingnya. Ya kaya gitu. Tapi tergantung masing-masing orang sih Mbak. Tanggapannya kan beda-beda.

P : Lha iya dek.

S3 : Kalau selama ini kan soalnya sama ya Mbak. Cuma dikasih bantuannya beda-beda.

P : Task support-nya maksudnya?

S3 : Ah, iya maksudnya itu lah Mbak. Nha, gimana kalau soal-soalnya itu dibedakan. Mm... gimana ya? Tipenya tu dibedakan gitu.

P : Maksudnya?

S3 : Ya misalnya, dikasih teks yang beda-beda. Trus soal-soalnya dibuat beda-beda juga.

P : Sebenarnya sih bisa aja dek. Itu juga termasuk jenis metode ini tapi dalam bentuk yang lain. Cuma, nanti kan kesusahan di evaluasi dek kalau ada di kelas besar kaya gini.

S3 : Iya sih Mbak.... Nanti Mbak Asna nya juga repot. Hehe....

P : Nha...nanti kalau saya lagi mbahas teks punya kelompok ini, kelompok yang lain mau ngapain? Belum tentu memperhatikan juga kan?

S3 : Iya sih Mbak. Hehehe....

P : Trus, kembali ke Rani. Ada masukan nggak dek?

S4 : Maksudnya untuk peraturannya?

P : Ya semuanya.

S4 : Kalau cara mengajarnya sih oke Mbak. Saya bisa menerima gitu. Dong lah.

P : Ya ya. Trus?

S4 : Ini Mbak, kadang-kadang dikasih tugas individu juga Mbak. Jangan kelompok terus.

P : Lho udah kan? Tadi juga tugas individu to? Cuma karena masih ada yang merasa kesulitan, jadinya saya minta diskusi dengan teman sebangku. Itu juga bukan dari kelompok yang sama kan?

S4 : Iya sih Mbak. He.

P : Maunya ditambah lagi gitu tugas individunya?

S4 : Iya Mbak.

P : Baiklah. Mm...segitu aja ya dek. Makasaih buat waktunya.

Interview 10, 30 November 2010, ruang guru

P: Peneliti GBI: Guru Bahasa Inggris

P: Tadi pembelajarannya bagaimana Bu? Anak-anak diberi PR malah pada belum selesai begitu.

GBI: Iya. Ada beberapa dari mereka yang bingung dengan perintahnya. Tapi tadi, ketika saya sempat keliling, beberapa anak, terutama kelas atas, tugasnya sudah dikerjakan.

P : Tapi ada juga yang sama sekali belum mengerjakan Bu.

GBI : Ya begitu lah Mbak. Kelas atas memang lebih aktif begitu.

P : Iya Bu.

GBI : Oh iya, tadi saya sempat menganggap Mbak Asna lupa menjelaskan penggunaan was/were. Soalnya kalau saya terbiasa menerangkan langsung perbedaan penggunaan

did dan was/were. Akhirnya tadi muncul kalimat semacam “How was it happen?” Tapi ketika dicocokkan, ternyata kemudian Mbak Asna menjelaskan penggunaan was/were.

P : Oh iya Bu.

GBI : Makanya tadi pas saya keliling, ada siswa yang tanya lalu saya jelaskan. Dan ketika dibahas sama Mbak Asna, dan siswa ditanya tahu atau tidak penggunaannya, mereka menjawab “Tahu, tadi baru saja dijelaskan sama Bu Juni.” Lalu ketika disuruh menjelaskan lagi ke temen-temen, jawabannya ya kayak gitu.

P : Hehe. Iya Bu.

GBI : Dan tadi, ada satu kelompok yang kurang aktif. Ya kelompoknya Bonina itu.

P : Wah, saya juga sampai bingung musti gimana Bu sama dia.

GBI : Kalau sebenarnya, dia itu bisa. Tapi asal nggak dijadikan satu sama Yulia. Kalau dijadikan satu ya kayak gitu. Mereka ribut sendiri. Ketika Mbak Asna menjelaskan tadi, ada juga yang tidak memperhatikan. Baru ketika mengerjakan latihan, mereka kelihatan nggak bisa.

P : Iya Bu. Memang kayak gitu. Kelompok yang sini sudah hampir selesai, tapi kelompok yang lain ada juga yang sama sekali belum mengerjakan. Aduh....

GBI : Ya begitulah Mbak. Tapi, pada dasarnya sebagian siswa sudah aktif.

Interview 11, 5 Januari 2011, ruang kelas

P: Peneliti S5: Siswa 5 (Desi)

P : Dek Desi, menurutmu dengan diberikannya tasks yang dibedakan support-nya sesuai kebutuhan belajar kalian ini gimana dek?

S5 : Ya lebih baik mbak. Itu kan disesuaikan sama kemampuan kita kan ya Mbak?

P : Iya.

S5 : Nha itu kan jadi membantu kita. Task-nya jadi nggak terlalu sulit buat kita.

P : Trus apa itu bikin kalian lebih seneng belajar Bahasa Inggris? Lebih termotivasi gitu?

S5 : Iya Mbak. Kadang juga jadi bisa ngerjain di rumah dulu.

P : Kalau belajar writing nya sendiri gimana dek? Lebih baik nggak? Kalau dulu kan jarang ya aktivitas menulis itu?

S5 : Iya Mbak. Jadi lebih baik. Kalu dulu kan kalau nulis seringnya dari Bahasa Indonesia dulu baru diubah ke Bahasa Inggris. Kalau sekarang ya sedikit-sedikit sudah bisa gitu mbak nulis Bahasa Inggris.

P : Bagus. Nha kalau tasks yang bentuknya menjawab pertanyaan sesuai teks itu, kan ada pilihannya gitu. Itu membantu kamu memahami teks nggak? Jadi lebih paham sama teks nya nggak?

S5 : Iya Mbak. Bisa jadi lebih paham.

P : Oke. Trus pas nulis ya, kan pernah tuh saya berikan semacam clues dalam bentuk pertanyaan sebelum kalian nulis. Itu membantu nggak?

S5 : Iya. Membantu sekali.

P : Bisa membantu mengeluarkan ide-ide kalian gitu?

S5 : Iya Mbak.

P : Oke dek. Makasih ya.

S5 : Sama-sama Mbak.

Interview 12, 5 Januari 2011, ruang kelas**P: Peneliti****S6: Siswa 6 (Dewi)****S7: Siswa 6 (Tity)**

P : Dek, tadi pas jawab pertanyaan gimana? Kan kalian saya beri soal yang sama tapi dengan bantuan yang beda tergantung dari kebutuhan belajar kalian.

S6 : Itu bisa bantu kita Mbak. Kan kalau biasanya cuma jawab pertanyaan aja, nggak ada pilihannya. Nha kalau ini kan ada pilihan jawabannya, jadi kita kebanantu dan nggak kesulitan.

P : Oke. Trus, lebih seneng kerja kelompok atau sendiri?

S6 : Kelompok.

P : Kenapa?

S6 : Karena kalau nggak bisa kan bisa tanya temen.

P : Jadi bisa share gitu ya?

S6 : Iya.

P : Trus belajar writing nya jadi meningkat nggak?

S6 : Ya lumayan lah Mbak. Hehe....

P : Kalau kamu gimana dek? Task-task nya bisa bantu kamu nggak?

S7 : Iya.

P : Kenapa?

S7 : Ada pilihannya.

P : Trus lebih seneng kerja kelompok atau sendiri?

S7 : Kelompok.

P : Kenapa?

S7 : Bisa tanya temen.

P : Belajar writing nya meningkat nggak?

S7 : Dikit.

P : Oke. Makasih ya semua.

S6&S7 : Sama-sama Mbak.

Interview 13, 7 Januari 2011, ruang kelas**P: Peneliti****S8: Siswa 8 (Triyanti)****S9: Siswa 9 (Andari)****S10: Siswa 10****(Karina)**

P: Dek, ngobrol-ngobrol bentar ya?

Siswa : Ngobrol apa Mbak?

P : Ya ngobrol-ngobrol aja. Ya?

Siswa : Iya Mbak.

P : Dek, gimana menurut kalian selama belajar Bahasa Inggris dengan saya? Aktivitas-aktivitas belajarnya gimana gitu?

S8 : Lebih mengerti Mbak. Lebih banyak pake Bahasa Inggris. Trus kita juga dikasih tau tentang banyak hal.

P : Kalau belajar writingnya sendiri meningkat nggak?

S8 : Meningkat. Kosakatanya bertambah. Sebelum bahas teks kan disediakan kata-kata sulit dulu, jadi ngerti.

P : Trus kan dalam tasks-nya itu kan disediakan support yang berbeda-beda sesuai dengan kebutuhan belajar kalian, itu membantu kalian nggak?

S9 : Ya membantu. Yang awalnya nggak ngerti, karena disediakan bantuan seperti itu ya jadi ngerti.

- P : Lebih bisa mengeluarkan ide gitu?
- S9 : Iya.
- P : Kalau kamu gimana dek?
- S10 : Ya jadi lebih mudah dipahami materinya.
- P : Nha kan kalau comprehension questions, menjawab pertanyaan berdasar teks gitu, kan supportnya juga beda-beda, ada yang diberikan pilihan seperti itu, itu gimana menurutmu?
- S10 : Ya kan ada pilihannya, jadi lebih gampang nyari jawabannya.
- P : Itu bisa bantu memahami teks nggak?
- S10 : Iya Mbak.
- P : Kemudian, kalian lebih senang mengerjakan tugas secara berkelompok atau sendiri-sendiri?
- S9 : Kalau kelompok sih tergantung temen-temennya ya Mbak ya. Kalau temen-temennya aktif ya jadi aktif juga.
- S8 : Kalau saya lebih efektif kalau belajar sendiri. Kalau group itu kadang lebih banyak ceritanya sama temen-temen.
- S9 : Membuka aib sendiri. Hehe....
- P : Gitu ya? Hehe.... Oia, dengan adanya task-task yang dibeda-bedakan support-nya seperti itu, motivasi belajar kalian jadi meningkat nggak?
- S9 : Maksudnya gimana to Mbak?
- P : Kalian jadi lebih senang belajar Bahasa Inggris atau nggak?
- S9 : Oh iya Mbak. (*Mengangguk-anggukkan kepala*).
- P : Kalau kamu dek?
- S10 : Iya. Kalau kata-kata sulitnya sudah disediakan gini kan jadi lebih mudah. Gak usah nyari-nyari di kamus. Hehe...
- P : Gak usah nyari-nyari di kamus? Hmm...baiklah. Trus, dek kalau belajar pakai games kayak gitu menurut kalian gimana?
- Siswa : (*Tidak ada yang menjawab.*)
- P : Berhasil menghadirkan suasana baru nggak?
- S8 : Oh iya. Kita jadi nggak bosan pas belajar.
- P : Oke. Terakhir, apa masukan untuk pengajaran Bahasa Inggris ke depan? Aktivitas-aktivitasnya mungkin?
- S8 : Ini Mbak, yang jawab pertanyaan trus disuruh nyari evidence itu. Itu bagus Mbak. Katanya kan kalau kelas 3 besok, kalau jawab pertanyaan harus tau alasannya. Nha yang kayak gitu bisa bantu kita Mbak.
- P : Yang lain?
- Siswa : (*Tidak ada yang menjawab lagi.*)
- P : Nha apa kalian nggak merasa terdiskriminasi dengan perbedaan task support semacam itu?
- S9 : Enggak sih. Kita nggak merasa terdiskriminasi.
- S8&S10: (*Mengangguk-anggukkan kepala.*)
- P : Oke dek. Trima kasih ya.
- Siswa : Sama-sama Mbak.

Interview 14, 19 Januari 2011, ruang kelas

P: Peneliti S2: Siswa 2 (Garnis)

P : Dek, tanya ya?

S2 : Iya Mbak.

P : Menurutmu gambar-gambar yang disediakan di seperti di Activity 18 itu bisa membantu kamu belajar nggak?

G : Bantu Mbak.

P : Bantunya gimana?

G : Ya saya jadi bisa membedakan masing-masing kata kerja yang ditunjukkan di tiap gambar itu.

P : Jadi bisa membantu construct idea gitu? Maksudnya jadi tau apa yang mau ditulis gitu?

G : Iya.

P : Dengan kata lain gambar-gambar itu bisa memberi gambaran gitu?

G : Iya.

P : Oke. Terima kasih ya.

Interview 15, 19 Januari 2011, ruang kelas

P: Peneliti S11: Siswa 11 (Laili)

P : Menurutmu belajar dengan kerja kelompok itu gimana? Efektif nggak untuk membantu belajar kamu?

S11: Ya kalau bisa saling kerja sama ya efektif. Tapi kalau tidak semua anggota kelompok ikut menyelesaikan masalah ya ujung-ujungnya malah ramai sendiri. Jadi ya tergantung anggota kelompoknya.

P : Trus, kalau kerja individu, apa manfaat yang kamu dapat?

S11: Ya manfaatnya belajar untuk mandiri, mengukur tingkat kemampuan sendiri, sejauh mana kita dapat mengatasi masalah yang kita hadapi.

P : Oke. I get it. Terima kasih ya.

S11: Ya Mbak.

Interview 16, 19 Januari 2011, ruang kelas

P: Peneliti S12: Fitriyani

P : Dek, menurutmu kerja kelompok itu efektif nggak untuk membantu belajar?

S12 : Menurut saya belajar kelompok lebih efektif Mbak. Karena bisa saling share dan membantu yang belum paham dalam belajar. Karena jika merasa sulit bisa ditanyain ke temen. Tapi mungkin kelemahannya ya kalau yang aktif ya aktif, kalau yang pasif ya pasif.

P : Kalau bekerja individu itu, menurutmu apa manfaatnya?

S12 : Kalau kerja individu, saya lebih bisa kreatif dalam berfikir. Meskipun lebih lama mikirnya kalau lagi nggak paham.

P : Baiklah. Terima kasih ya.

S12 : Sama-sama Mbak.

Interview 17, 26 Januari 2011, perpustakaan

P: Peneliti GBI: Guru Bahasa Inggris

P : Jadi bagaimana pendapat Ibu overall teaching-learning process selama belajar dengan menggunakan tiered assignments ini?

GBI : Selama mengikuti pelajaran Bahasa Inggris dengan Mbak Asna, memang di awal anak-anak masih terpaksa ya. Maksudnya gini, mengikuti kegiatan yang Mbak Asna berikan itu ya tingkat motivasi, keaktifannya masih kurang. Tapi lama-lama anak sudah terbiasa. Motivasi semakin bertambah. Semakin hari mereka juga semakin tertarik juga dengan Bahasa Inggris. Kemudian dari kemampuannya, writing ability nya ya meningkat juga. Jadi, menurut saya anak-anak jadi lebih tertarik lagi dalam belajar Bahasa Inggris.

P : Kemudian untuk task-task yang diberikan, menurut Ibu bagaimana?

GBI : Ee...cukup menarik, bagus, variatif. Saya juga belajar. Karena ada beberapa yang belum pernah lakukan, ternyata anak-anak suka. Berarti next time saya akan coba. Jadi misalnya Degrees of Comparison. Saya kan biasanya gayanya hanya membuat kalimat, atau kalau nggak orally saya tanya satu-satu. Oh, Mbak Asna pakai game. Asyik juga itu, boleh dicoba. Sayangnya saya sudah ngasih di kelas satu, it's over. Jadi next time, next year. Juga ada game yang lainnya. Oh bisa gitu juga ya, saya nggak kepikiran. Jadi saya juga ikut belajar.

P : Kemudian, berarti students' involvement atau participation dalam writing learning process itu meningkat Bu?

GBI : Iya. Menurut saya ya. Jadi selain kemampuannya, tingkat partisipasi, motivasinya semakin lama semakin meningkat. Nyatanya tidak hanya itu-itu saja yang aktif. Maksudnya yang kelas bawah pun jadi tidak takut untuk ikut aktif. Apalagi yang sudah biasa. Jadi semakin banyak. Ketika suruh rebutan ya banyak yang berebut ingin tampil, ingin memperlihatkan diri meskipun ya nanti terus tempatnya terbatas begitu.

P : Artinya no matter they are stronger or weaker, mereka mau aktif begitu ya Bu ya?

GBI : Ya. Intinya dalam pembelajaran Bahasa Inggris itu emm... dulunya mereka mengatakan Bahasa Inggris itu sulit. Tapi ketika pembelajarannya itu asyik, menyenangkan, nah itu semua siswa dari semua kalangan bisa menikmati dan berusaha untuk aktif. Jadi intinya adalah cara pembelajarannya, cara mengajar, variasi latihan akan menentukan sekali keaktifan mereka.

P : Jadi bisa dijelaskan Bu, perubahan learning motivation nya dari sebelum menerima action sampai setelah, begitu?

GBI : Mungkin ketika dulu saya, metode saya yang tidak terlalu variatif, memang ada beberapa itu ya yang aktif. Tapi biasanya mereka itu dari yang kelompok atas. Kemudian Mbak Asna datang dengan variasi berbeda, ternyata siswa dari kelompok bawah, kelompok menengah pun ikut aktif, ikut menikmati, ikut berlomba ingin menunjukkan saya mau dan saya bisa. Dan yang kelompok atas pun semakin tambah gitu. Ada peningkatan begitu.

P : Nah kalau ke writing learning process nya Bu. Kan selama ini Ibu selama menjadi collaborator ikut mengamati, ikut memberikan feedback juga dari cara mereka membuat kalimat atau seperti apa, itu menurut Ibu gimana?

GBI : Untuk yang ini jelas ya, jujur saya belum terlalu fokus untuk mengamati satu per satu. Tapi yang jelas anak-anak punya kemajuan, peningkatan dalam menulis. Seperti tadi ketika saya minta mengerjakan, "Please, answer the questions using complete sentences." Itu mayoritas sudah berusaha membuat dengan kalimat lengkap. Misalnya, "Where does the dialogue take place?" Ada beberapa yang menjawab, "At the restaurant." Tapi sebagian besar sudah menjawab, "The dialogue takes place at the restaurant. Ada juga yang verb 'take' tidak memakai 's'. Terus ketika saya ingatkan, pertanyaannya, "Where does...?" memakai 'does' itu kemarin Mbak Asna gimana?

Mereka “Oh, iya Bu” Kemudian mereka bisa dan membetulkan sendiri. Jadi ada improvement untuk writing skill nya.

P : Jadi bisa disimpulkan Bu, apakah tiered assignments itu dapat membantu belajar siswa dalam kelas yang besar dan mixed-level? Bisa dijelaskan Bu?

GBI : Jadi selama penelitian Mbak ini ya, bisa saya simpulkan ternyata kalau latihannya dibeda-bedakan sesuai level kemampuan mereka ya sangat bermanfaat, sangat membantu sekali mereka dalam belajar, dalam membuat kalimat. Jadi sangat bermanfaat buat mereka. Ternyata lebih cepat untuk belajar menulis atau ya belajar Bahasa Inggris, daripada kalau semua siswa, semua level diberikan soal yang sama.

P : At last, are you willing to implement tiered assignments in your teaching then?

GBI : Next time I'll try to use tiered assignments, but not all the time. Just once or twice in a semester. Yeah, I'll try.

P : Alright ma'am. Thank you for all.

GBI : Yes, you're welcome.

Appendix 4

Results of the Questionnaire

RESULTS OF THE QUESTIONNAIRES FOR ASSESSING THE STUDENT'S LEARNING IMPROVEMENTS

1. Apa yang sudah anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Procedure and planning
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Ya, karena saya termotivasi menjadi lebih rajin dan giat belajar.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawaban Anda
 - Sudah terbantu, tetapi masih ada yang kurang jelas.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Ya, karena saya tidak sering menulis dan sekarang banyak menulis dengan Bahasa Inggris jadi sedikit terbiasa dan menjadi lebih bisa dari sebelumnya.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Belum, karena yang didatangi hanya siswa-siswa yang tertentu saja.
-
1. Apa yang sudah anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - What is the next step? (procedure) dan What your plan?
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Iya, karena dengan itu saya lebih mudah mengerjakan sesuai dengan tingkat kemampuan saya.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawaban Anda.
 - Sudah terbantu, karena tiered tasks isinya disesuaikan dengan kemampuan tiap siswa dalam belajar Bahasa Inggris.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Iya, karena dalam Bahasa Inggris bisaanya banyak yang sulit dalam menulis, karena ucapan dengan penulisannya beda.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Ya, sudah lumayan membantu.
-
1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Procedure and planning
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Yes of course, karena bareng-bareng.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawaban Anda.
 - Lumayan membantu.
 4. Apakah tasks yang terdapat dalam dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Ya, lumayan.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Belum.

1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Teks procedure, planning, dll
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda?
 - Ya, karena diberi kemudahan dalam mengerjakan sesuatu.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawaban Anda.
 - Merasa terbantu, karena tasks yang diberikann sudah sesuai dengan kemampuannya masing-masing.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Ya, karena kemarin diberi tugas-tugas yang dituntut untuk banyak menulis, jadi sudah terbantu untuk penulisan kalimat-kalimatnya.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Tiap siswa pasti kemampuannya berbeda-beda, jadi untuk pembelajaran dengan cara seperti itu sudah lumayan membantu bagi siswa yang tingkat kemampuannya agak kurang.
-
1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Materi yang sudah saya pelajari: what is your plan? and what is the next step?
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda?
 - Alhamdulillah sudah sedikit membantu saya, saya menjadi termotivasi untuk terus maju mengejar teman-teman saya yang sudah ada di depan duluan.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Sedikit terbantu, dengan materi-materi yang lebih detail. Tapi, kadang-kadang merasa tertinggal dan membuat saya tidak aktif untuk mencari di kamus, karena sudah tersedia isinya.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Sedikit merasa terbantu, Karena dulu belum begitu memahami itu dan dasar-dasarnya sendiri saya masih kurang memahami dan mengerti, sekarang sudah sedikit agak mengerti.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Alhamdulillah sudah, Miss Asna dan Bu Juni sudah aktif dalam proses mengajar, dan dengan sabar memberikan penjelasan-penjelasan.
-
1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Yang saya pelajari adalah tentang dialog-dialog, langkah-langkah membuat makanan.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Ya, walaupun Cuma sedikit.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Sudah, karena bisa mengetahui kekurangan saya dalam Baha Inggris.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Ya, karena saya lebih bisa menulis Bahasa Inggris dengan benar.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Sudah. Walaupun saya tidak mengerti apa yang Ibu Guru katakan, tetapi sedikit-sedikit saya akan belajar lebih baik lagi dalam Bahasa Inggris.

1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Plan, make procedure text/ what is the next step.
2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Ya, terutama untuk berbicara Bahasa Inggris lebih termotivasi.
3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Lumayan sudah terbantu.
4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Of course. Karena hampir semua soal mengharuskan kita untuk menulis/make sentences.
5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Ya.

1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Procedure and planning.
2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Ya, karena dengan banyak tugas saya dapat belajar lebih giat.
3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Ya sedikit tertinggal, karena ada yang belum mengerti.
4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Ya, sangat membantu, karena diberi tugas untuk menulis.
5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Belum, karena belum semua siswa yang didatangi.

1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Planning, step, expression, explanation, giving instruction.
2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Iya, karena di setiap tiered tasks sudah diberi bantuan untuk menjawab soal sehingga merasa lebih mudah dan ingin belajar lebih rajin biar bisa.
3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Sudah, bantuan yang diberikan memudahkan saya untuk mengerjakan soal latihan.
4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Iya, karena tiered tasks kita dapat mengenal kata-kata baru dan dari itu kita lebih banyak menulis sehingga memudahkan (membantu) dalam menulis Inggris.
5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Iya, karena ketika kita tidak tahu dan kita menanyakan apa yang kita belum tahu itu langsung direspon dan dijelaskan.

1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Tentang planning dan procedure text.
2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Ya, karena saya lebih mudah memahami contoh-contoh dan soal-soal yang diberikan.
3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Sudah. Karena dengan tiered tasks saya lebih mudah dan mengerti saat pelajaran Bahasa Inggris.
4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Sedikit-sedikit bisa membantu bagaimana penulisannya dalam Bahasa Inggris.
5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Sudah. Karena guru mengajarkan dan membenahi jawaban kita yang kurang sempurna maupun masih salah.

1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Planning, procedure text.
2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Ya, dengan seperti itu saya termotivasi untuk belajar lebih karena mungkin saya termasuk ketinggalan dalam belajar Bahasa Inggris.
3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Ya, sangat membantu saya. Merasa tertinggal itu tidak menentu, tergantung pada tasks yang diberikannya kalau saya merasa itu mudah, saya pasti bisa mengerjakannya. Tapi, jika saya rasa itu sulit, mungkin karena saya kurang paham betul
4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Ya. Dapat membantu saya karena saya harus dituntut untuk menulis bila mengerjakan soal. Jika penulisan salah dapat dibenahi oleh pembimbingnya.
5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Semua guru itu menurut saya berusaha untuk yang terbaik untuk anak didiknya, namun semua yang diharapkan guru tidak selalu pas dengan yang diharapkan oleh muridnya. Saya pribadi, pembelajaran seperti itu lebih baik.

1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Lumayan.
2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Lumayan bisa, karena cukup menarik.
3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Sudah merasa sedikit terbantu.
4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Sedikit-sedikit.
5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Sudah.

1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Procedure and planning.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Ya, karena dengan banyak tugas yang diberikan saya lebih giat dalam belajar.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Saya sudah terbantu dengan adanya tiered tasks karena dalam tiered tasks kadang sudah ada artinya.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Ya, karena diberi tugas menulis.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Belum, karena siswa yang dilihat dan yang dibenarkan pekerjaannya hanya siswa-siswa tertentu.
-
1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Dengan tiered tasks dapat belajar tata cara menulis yang baik, mengetahui teks procedure yang benar.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Dapat membantu karena jadi lebih sering mengerjakan tugas.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Merasa terbantu karena jadi mengetahui seberapa besar kemampuan saya khususnya untuk tulis-menulis.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Membantu, dengan tiered tasks jadi lebih mengetahui letak kesalahan-kesalahannya dalam tata cara/ pola menulis yang baik dan benar.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Kadang kurang dengan penjelasan latihan yang diberikan.
-
1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Menulis Baha Inggris dengan benar, membaca yang benar, menyusun kalimat-kalima, pola-pola kalimat, dan expresi-expresi/ ungkapan-ungkapan dengan baik, berpikir cepat dengan adanya games itu.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Iya, karena cara belajarnya menyenangkan memotivasi untuk belajar, tidak membosankan karna ada gaemsnya.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Iya, sudah terbantu. Dengan tasks yang ada membuat saya menjadi senang untuk mengerjakan pertanyaan-pertanyaan/ tugas yang ada walaupun agak susah tetapi menjadi selalu berusaha mengerjakan.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Iya, karena itu melatih untuk menulis dengan benar sesuai dengan yang diperintahkan.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Sudah.

1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Planning, procedure text, degree of comparisons, membuat dialog, membuat paragraph.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Iya, karena lebih menarik, dan tidak monoton.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Sudah merasa terbantu.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Sudah, karena sudah terdapat pilihan jawaban yang disediakan sehingga memudahkan dalam mengerjakan.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Sudah.
-
1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Planning, what is the next step, belajar menulis Bahasa Inggris.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Sangat termotivasi, karena aku mulai menyenangi Bahasa Inggris.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Sudah terbantu, karena saya tahu tiered tasks itu lebih bisa membantu kita dalam mengerjakannya. Tapi, walaupun sekali-sekali harus mengerjakan tasks teman yang lain, it's OK juga. Buat belajar gitu.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Ya, karena saya mualai senang dan ingin selalu belajar Baha Inggris. Menurut saya Bahasa Inggris itu sulit, namun setelah itu saya malah ingin selau Belajar Inggris. I like it.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Ya, dengan begitu saya menjadi terbantu, jika kata-kata yang saya tulias bisa dibenarkan.
-
1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Cara menulis yang benar, procedure text.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Ya, karena dapat memotivasi saya untuk lebih rajin mengerjakan soal-soal yang diberikan.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Sudah terbantu. Karena tiered tasks itu sudah disesuaikan dengan kebutuhan belajar saya, jadi lebih terbantu/ mudah dalam mengerjakan.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Dapat. Karena tasks itu kita harus lebih banyak menulis sehingga tau bagaimana penulisa yang benar.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Sudah.

1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Planning, procedure.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Iya. Karena ternyata saya masih sangat kurang dalam Bahasa Inggris. Dan dengan tiered ssigments ini saya lebih semangat belajar dan bisa menjadi teman-teman yang ada dalam kelompok hijau.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Kadang-kadang. Terkadang dari awal saya tidak mengerti dengan apa yang diterangkan. Karena terlalu cepat dalam menerangkan.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Ya.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Terkadang sudah, terkadang juga belum.
-
1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - What is your plan?, wich do you prefer, what is the next step?
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Tidak. Mungkin dapat meningkatkan motivasi saya jika dibuat kelompok yang satu kelompok tersebut terdapat anak yang sduah dikatakan pintar/ sudah mengerti dan yang belum mengerti.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Terbantu. Tetapi, untuk kerja kelompok kurang begitu terbantu.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Terbantu. Kaena mau tidak mau harus mengerjakan tasks.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Sudah. Tetapi, terkadang yang diperhatikan hanya itu-itulah saja.
-
1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Procedure text, planning, (what is the nwxt step?), mengungkapkan berbagai macam maksud hati dan memahami instruksi sederhana.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Sedikit. Karena soal-soal yang ada di tiered tasks tidak ada kata bantunya.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Lumayan terbantu, karena saya mengerjakan soal-soal yang ada tanpa menggunakan kata bantu sehingga tidak tertinggal pelajaran.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Ya. Karena dapat meningkatkan cara penulisan dan tata bahasa yang baik dan benar.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Ya. Karena dapat membantu dalam merangkai kata dalam menjawab pertanyaan.

1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Giving instruction, planning, procedure.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Iya, karena dengan cara itu saya dapat terus belajar, selain itu saya juga dapat mengikuti pelajaran Bahasa Inggris sesuai dengan kemampuan saya.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Cukup terbantu, karena dengan cara itu saya dapat mempelajari Bahasa Inggris sesuai dengan kemampuan saya. Dengan cara itu pula saya dapat mengetahui kemampuan saya dalam Bahasa Inggris.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Iya. Karena selain membacanya saya juga dapat belajar menuliskannya.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Sudah. Tetapi masih kurang, banyak teman yang masih merasa kurang mendapat bimbingan
-
1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Yang sudah saya pelajari adalah bisa mengerti cara membuat surat dan procedure text.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Ya, karena sudah seperti yang saya butuhkan dan lebih membantu saya.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Sudah, karena merasa lebih terbantu namun kalau kurang mengerti masih sedikit merasa tertinggal.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Ya, karena dalam belajar menulis kita bisa belajar berpikir juga. Sehingga bisa menyerap kosakata walaupun terkadang bisa menerapkan Bahasa Inggris dengan benar.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Feedback yang diberikan guru sudah seperti yang saya harapkan. Karena dengan begitu saya sudah merasa terbantu dalam mengerjakan tasks.
-
1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Giving instruction, planning.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Iya, karena dengan cara itu saya cukup terbantu dan jadi merasa tidak begitu tertinggal dengan teman-teman.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Merasa terbantu, karena saya yang tadinya merasa tertinggal menjadi sedikit tidak tertinggal dan lebih termotivasi.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Sedikit, karena biasanya saya kalau sudah ada pilihannya cuman ditulis angkanya.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Sudah, karena ketika mengerjakan dan bertanya guru menjawabnya.

1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Procedure text and planning.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Lumayan, karena dalam tiered tasks itu terdapat tugas yang awalnya kurasa sulit, setelah dicoba jadi bisa.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Terbantu, karena dalam tiered tasks itu terdapat banyak tugas untuk menulis maupun memahami Bahasa Inggris lebih lanjut dan juga bisa menambah kosa kata Baha Inggris untuk mudah dihafal.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Ya, selain disitu belajar membaca, kebanyakan tugas harus diselesaikan dengan menulis. Dalam menjawab pertanyaan tertulis lumayan bisa menjawab dengan kalimat utuh atau tidak hanya jawaban.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Belum, karena terkadang yang diperhatikan guru hanya siswa-siswa tertentu, tidak semua yang sibutuhkan oleh siswa terpenuhi.
-
1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Materi yang sudah saya pelajari tentang planning dan what is the next step (procedure text)
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Ya, agar tidak merasa tertinggal dengan kelompok lain.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Masih merasa tertinggal karena yang dapat kelompok hijau harus menjawab pertanyaan tanpa ada pilihan, jadi mikir jawabannya lama tertinggal kelompok kuning dan merah.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Ya, karena sebelumnya nggak pernah banyak nhlis, apalagi nulis kosa kata dalam Bahasa Inggris.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Sudah sesuai, karena materi-materi yang belum jelas, dijelaskan sampai muridnya paham.
-
1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Planning, what is the next steps (procedure text)
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Ya, sebab dengan tiered tasks keinginan untuk belajar lebih tinggi. Dan sesuai dengan kemampuan saya. Disbanding engan buku paket yang penuh materi itu membuat keinginan belajar rendah.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Ya, sebab sudah sesuai dengan kemampuan saya dalam Bahasa Inggris. Tidak terlalu sulit sehingga saya bisa memahami.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Ya, sebab dalam tiered tasks banyak soal yang mengharuskan saya menulis kalimat-kalimat Bahasa Inggri yang benar.

5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Sudah, sebab dalam pembahasan soal atau pengerjaan tugas, setiap sesuatu yang belum jelas dijelaskan secara detail.
-
1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - What is your plan and what is the next step.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Menurut saya dapat emotivasi belajar, karena tasksnya sesuai dengan tingkat kemampuan siswa.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Menurut saya lebih terbantu, kaarena tasks-tasksnya dapat memicu untuk terus belajar Bahasa Inggris dan metode pembelajarannya tidak membuat bosan dan bervariasi.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Iya, karena tasks yang diberikan menuntut siswa mencoba untuk menulis Bahasa Inggris.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Ya, karena guru mampu memberikan jawaban yang sesuai dengan apa yang ditanyakan murid.
-
1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Menulis dalam Bahasa Inggris, membaca dan mengetahui Bahasa Inggris (kalimat maupun kalimat, dll) serta banyak hal.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Ya, karena saya tahu tingkat kemampuan saya dalam Bahasa Inggris. Sehingga mendorong saya untuk belajar dengan baik lagi.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Saya sudah cukup terbantu, karena banyak belajar menulis dan membaca yang benar sehingga saya lebih tahu.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Iya, tasks dapat membantu saya dalam belajar menulis, walaupun masih ada kebingungan yang saya temui.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Sudah.
-
1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Semua yang sudah dipelajari bersama-sama kemarin.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Ya, jadi lebih banyak belajar supaya tidak ketinggalan dengan yang lain.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Sudah trbantu, karena sesuai dengan kemampuan saya dan tasksnya pas.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Ya, karena tugas itu menulisnya banyak, jadi dapat lebih bisa untuk menulis Bahasa Inggris.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Sudah, tetapi kadang-kadang tidak sesuai dengan yang diharapkan.

1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Giving instruction, planning, explanation, expression, steps.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Ya, karena terasa lebih mudah dengan support sehingga jadi semangat.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Saya merasa terbantu karena ada support yang diberikan.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Ya, karena harus menulis jawabannya sehingga dapat membantu dalam menghafal penulisan.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Belum sepenuhnya. Karena karena guru tidak langsung menjawab pertanyaan tetapi member kisi-kisi jawaban agar siswa mengetahui jawabannya, tapi sangat membantu.
-
1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - Taking about future plans, composing, personal letter, describing process, giving advice and suggestions, expression necessity and obligation, etc.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Ya, karena dengan tiered tasks I can prepare for my study and to be active when doing the tasks, karena soalnya beda dari temen lain jadi keinginan untuk nyontek kecil, pengennya menjawab sendiri.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Terbantu, karena tasksnya disesuaikan dengan kemamouan masing-masing. So, I can improve my English.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Ya, karena tasks menulisnya banyak. So, I can improve my skill especially writing, not only theory but also on practice.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Sudah, kareana guru aktif memeriksa pekerjaan kami dengan cermat tidak hanya nyuruh doing tapi bimbingannya. Pokoknya sudah sesuai dengan yang kami harapkan.
-
1. Apa yang sudah Anda pelajari selama belajar Bahasa Inggris dengan tiered tasks?
 - About procedure and planning.
 2. Apakah tiered tasks dapat meningkatkan motivasi belajar Anda? Jelaskan jawaban Anda.
 - Ya, karena dapat memotivasi belajar saya untuk lebih banyak latihan dan lebih berusaha agar bisa menjadi lebih baik.
 3. Dengan tiered tasks ini, apakah Anda sudah terbantu ataukah masih merasa tertinggal saat mengikuti pelajaran? Jelaskan jawab Anda.
 - Terbantu sedikit, karena sudah ada sedikit yang lebih jelas. Dan itu enak tu, dikelompokin jadi bisa belajar bareng, kan kalau sama temen bisa saling membantu.
 4. Apakah tasks yang terdapat dalam tiered tasks dapat membantu Anda dalam belajar menulis? Jelaskan jawaban Anda.
 - Sudah, karean sebelumnya belum pernah latihan menulis dan latihan kemarin kita dituntut harus latihan menulis dan hasilnya cukup memuaskan sekarang sudah bisa sedikit-sedikit.
 5. Apakah feedback yang diberikan guru ketika Anda mengerjakan tasks sudah sesuai dengan yang Anda harapkan?
 - Belum, karena hanya siswa-siswa tertentu saja yang didatangi tidak semuanya. Kenapa? Kurang ya waktunya?

Appendix 5

Lesson Plans

LESSON PLAN 1

School	: SMK Negeri 1 Tempel
Level/ Semester	: XI (Elementary)/ 1
Subject	: English
Skill Program	: Accounting
Standard of Competency	: Communicating using English on the <i>Elementary Level</i>
Basic Competence	: Telling job experience in the past and plans in the future.
Indicators	: <ul style="list-style-type: none">• The students are able to identify expressions used to tell future plans.• The students are able to use expressions used to tell future plans
Theme	: Future Plans (Unit 1)
Skills	: Listening, Reading, and Writing
Time Allocation	: 2 x 45'

A. Learning Objectives

At the end of the teaching-learning process, the students are able to:

1. identify expressions used to tell future plans
2. use appropriate expressions for telling one's future plans

B. Learning Material

Expressions of asking and telling someone's plan

1. Asking someone's plan

- What are you going to do after finishing your study?
- What will you do tomorrow?
- What is your plan for the next holiday?
- What about tonight/tomorrow/next week?

2. Telling someone's plan

- I'm planning to go to college.
- I am going to go to college.
- I'll study architecture in Gajah Mada University.

C. Method/ Technique

PPP (Presentation-Practice-Production)

D. Activities

1. Opening

- a. Greeting, saying a prayer, and checking attendance.
- b. Teacher explains the topic of the lesson that is going to learn and explains the purpose of learning that topic.

2. Main Activities

- a. Lead-in: the students answer some questions based on the picture provided (Activity 1)
- b. The students listen to a dialogue and while they are listening, they should complete the dialogue (Activity 2).

Tier I: The students are provided with two choices of the answers for each number.

Tier II: The students are provided with more choices of the answer for each number.

Tier III: The students are not provided with any choices of the answers.
- c. The students discuss some difficult words found in the text.
- d. The students identify some expressions of asking and telling someone's plan.

- e. The students read a dialogue about some people's plans (Activity 5).
 Tier I: The questions are in the form of multiple choices.
 Tier II: The questions are open-ended questions, but the students are provided with the number of line in which they can find the answer.
 Tier III: The questions are open-ended questions without any support.
- f. The students answer comprehension questions about the dialogue.
- g. The students identify some other expressions of asking and telling someone's plan.
- h. The students complete some dialogues by using appropriate expressions of asking and telling someone's plan (Activity 7).
- i. In groups, the students write a dialogue telling their future plans after finishing the study at high school. Then, they act the dialogue out (Activity 8).

3. Closing

- a. The teacher asks the students if they get some difficulties during the lesson.
- b. The teacher gives feedback on students' works during the lesson
- c. The teachers together with the students summarize the materials they have learnt.

E. Learning Resources

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Murphy, R. 1985. *English Grammar in Use*. Cambridge: Cambridge University Press.

Widyantoro, Agus, Kartika Pratiwi, and Nuki Prihatini. 2008. *Effective Communication: an integrated course of English for Vocational High School*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

F. Learning Media

Worksheet

G. Evaluation

1. Technique : written tests
2. Instruments :
Activity 8

Work in pairs. Make a short dialogue telling your plans after finishing your study at high school.

3. Evaluation Rubric : enclosed

Tempel,

Headmaster

Teacher

LESSON PLAN 2

School	: SMK Negeri 1 Tempel
Level/ Semester	: XI (Elementary)/ 1
Subject	: English
Skill Program	: Accounting
Standard of Competency	: Communicating using English on the <i>Elementary Level</i>
Basic Competence	: Telling job experience in the past and plans in the future.
Indicators	: <ul style="list-style-type: none">• The students are able to identify expressions used to tell future plans.• The students are able to use expressions used to tell future plans
Characters	: communicative, responsible and independent
Theme	: Future Plans (Unit 1)
Skills	: Reading and Writing
Time Allocation	: 3 x 45'

A. Learning Objectives

At the end of the teaching-learning process, the students are able to:

1. identify the tense used to tell future plans
2. write personal letters telling one's future plans

B. Learning Material

Future Tense

Patterns: S + will + V1

S+ to be going + to + V1

1. The use of "will"

- a) Statements of future facts
e.g. The job **will** be finished by the weekend.
- b) Decisions made at the time of speaking
e.g. I've left the door open. I'**ll** go and shut it.
- c) To express a prediction
e.g. I'**ll** probably be late this evening.
- d) To show willingness
e.g. I'**ll** help you.
- e) Promising to do something
e.g. Thank you for lending me the money. I'**ll** pay you back on Friday.

2. The use of "be going to"

- a) Planned future actions or events
e.g. They **are going to** open the new office on April 1st.
- b) Future events in a neutral way
e.g. Mr. Joe **is going to** be the new director.
- c) Future events evident from something in the present
e.g. I'm tired of taking the bus to work. I'**m going to** buy a car next month.

C. Method/ Technique

PPP (Presentation-Practice-Production)

D. Activities

1. Opening

- a. Greeting, saying a prayer, and checking attendance.
- b. Teacher explains the topic of the lesson that is going to learn and explains the purpose of learning that topic.

2. Main Activities

- a. Lead-in: the students answer some questions dealing with the topic.
- b. The students find the meanings of some difficult words they are going to meet in the letter (Activity 9).
 - c. The students read a letter telling someone's future plans (Activity 9).
 - Tier I: The meaning of the words have been provided.
 - Tier II: The students have to match the words with their meanings.
 - Tier III: The students have to look for the meanings by themselves.
- d. The students answer comprehension questions about the letter.
- e. The students identify the organization of a personal letter (Activity 10).
- f. The students identify the tense used to tell future plans.
- g. The students do an exercise about Future Tense (Activity 11).
- h. The students arrange the jumbled parts of the letter into a good letter (Activity 14).
 - Tier I: The students are provided with the form of a personal letter with each part is labeled.
 - Tier II: The students are provided with the form of a personal letter, but each part is not labeled.
 - Tier III: The students are not provided with the form.
- i. The students play the "Fortune-Telling" Game (Activity 15).
 - Tier I: The students should write two predictions.
 - Tier II: The students should write three predictions.
 - Tier III: The students should write four predictions.
- j. The students complete a personal letter based on the clues given (Activity 16).
 - Tier I: The clues are in the form of some complete sentences.
 - Tier II: The clues are in the form of some incomplete sentences, so the students have to complete the sentences according to their own opinion.
 - Tier III: The clues are in the form of open-ended questions, so the students have to answer the questions according to their own opinion.

3. Closing

- a. The teacher asks the students if they get some difficulties during the lesson.
- b. The teacher gives feedback on students' works during the lesson.
- c. The teacher gives a homework to the students to write a letter telling their future plan, i.e. what they will be in the future (Activity 21).
- d. The teachers together with the students summarize the materials they have learnt.

E. Learning Resources

Krisnani, Yiyis. 2008. *English for Vocational Schools IIA*. Yogyakarta: LP2IP.

Murphy, R. 1985. *English Grammar in Use*. Cambridge: Cambridge University Press.

Widyantoro, Agus, Kartika Pratiwi, and Nuki Prihatini. 2008. *Effective Communication: an integrated course of English for Vocational High School*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

F. Learning Media

Worksheet

G. Evaluation

1. Technique : written tests
2. Instruments :

Activity 21

Imagine what you will be in the future by choosing one of the occupations shown in the following pictures, or you may choose your own occupation. Tell your future dreams to your friend or family by writing a letter to him/her. Include any detailed information about your plan; the reason why you choose that job and what efforts you are going to do to make your dream comes true.

3. Evaluation Rubric : enclosed

Headmaster

Teacher

LESSON PLAN 3

School	: SMK Negeri 1 Tempel
Level/ Semester	: XI (Elementary)/ 1
Subject	: English
Skill Program	: Accounting
Standard of Competency	: Communicating using English on the <i>Elementary Level</i>
Basic Competence	: Telling job experience in the past and plans in the future.
Indicators	: <ul style="list-style-type: none">• The students are able to identify expressions used to tell past experience.• The students are able to use expressions used to tell past experience
Characters	: communicative, responsible and independent
Theme	: Past Experience (Unit 1)
Skills	: Reading and Writing
Time Allocation	: 3 x 45'

A. Learning Objectives

At the end of the teaching-learning process, the students are able to:

1. identify the tense used to tell past experience
2. write personal letters telling one's past experience

B. Learning Material

Past Tense

The past tense shows the past events and past activities. The affirmative form of the simple past tense uses the verb II form.

Pattern: S + V₂

Examples:

- I went to the cinema last night.
- She did not go to school yesterday.
- Did you do your homework?

Note:

- a. We always use 'did' for all subjects.
- b. "to be" (is, am, are) should be changed into 'was' and 'were'
- c. Adverbs of future time: yesterday, the day before yesterday, ... ago, last...

C. Method/ Technique

PPP (Presentation-Practice-Production)

D. Activities

1. Opening

- a. Greeting, saying a prayer, and checking attendance.
- b. Teacher explains the topic of the lesson that is going to learn and explains the purpose of learning that topic.

2. Main Activities

- a. Lead-in: the students answer some questions dealing with the topic.
- b. The students read a letter telling someone's past experience (Activity 12).
- c. The students answer comprehension questions about the letter (Activity 12).
 - Tier I: The students have to match each answer with its supporting sentence.
 - Tier II: The students have to match each answer with its supporting sentence, but there are more choices of the supporting sentences provided.
 - Tier III: The students have to look for the supporting sentences by themselves.

- d. The students identify the tense used to tell past experience (Activity 13).
- e. The students do some exercises about Past Tense (Activity 13).
- f. The students play the “Consequences” Game (Activity 18).
 Tier I: The students are provided with two choices of the answers for each number.
 Tier II: The students are provided with three choices of the answers for each number.
 Tier III: The students are not provided with any choices of the answers.
- g. The students write a personal letter by using the result of the “Consequences” Game as the content (Activity 19).
- h. The students write a letter telling their most interesting past experience (Activity 20).

3. Closing

- a. The teacher asks the students if they get some difficulties during the lesson.
- b. The teacher gives feedback on students’ works during the lesson.
- c. The teachers together with the students summarize the materials they have learnt.

E. Learning Resources

- Krisnani, Yiyis. 2008. *English for Vocational Schools IIA*. Yogyakarta: LP2IP.
- Murphy, R. 1985. *English Grammar in Use*. Cambridge: Cambridge University Press.
- Widyantoro, Agus, Kartika Pratiwi, and Nuki Prihatini. 2008. *Effective Communication: an integrated course of English for Vocational High School*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

F. Learning Media

Worksheet

G. Evaluation

1. Technique : written tests
2. Instruments :
Activity 20

Write a letter to your friend or family. In the letter, you tell him/her your most interesting past experience. It can be a happy, sad, or funny story. Use the appropriate tenses in writing your story.

3. Evaluation Rubric : enclosed

Headmaster

Teacher

LESSON PLAN 4

School : SMK Negeri 1 Tempel
Level/ Semester : XI (Elementary)/ 2
Subject : English
Skill Program : Accounting
Standard of Competency : Communicating using English on the *Elementary Level*
Basic Competence : Understanding simple instructions
Indicators :

- The students are able to identify some expressions to tell a process of how to do something or how to make something.
- The students are able to use some expressions to describe a process of how to do something or how to make something.
- The students are able to identify the generic structure of a procedure text in the form of recipe.
- The students are able to identify and use some expressions dealing with necessity and obligation
- The students are able to identify and use some expressions of giving advice and suggestions.

Characters : communicative, discipline, democratic, social
Theme : Cooking food and instruction manual (Unit 2)
Skills : Listening, Reading, and Writing
Time Allocation : 3 x 45'

A. Learning Objectives

At the end of the teaching-learning process, the students are able to:

1. describe a process of how to do something or how something works
2. use expressions of necessity and obligation appropriately
3. use expressions of giving advice

B. Learning Material

Expressions used to tell a process of how to do something or how something works

- ✓ First, prepare all the ingredients.
- ✓ Slice a lemon in half.
- ✓ Squeeze the juice into a cup.
- ✓ Put some ice cubes

Expressions of necessity and obligation

Expressions of obligations	Expressions used when you think it is not necessary thing
<ul style="list-style-type: none">✓ I must try it again.✓ I have to keep it.✓ You have to come on time.✓ It is necessary for us to attend the meeting.	<ul style="list-style-type: none">✓ You don't have to go now.✓ He doesn't have to do it.✓ You don't need to go to school because it's a holiday.✓ It is not necessary for us to go now.

Expressions of giving advice

Expressions of giving advice and suggestions	Responds
<ul style="list-style-type: none"> ✓ I suggest you to.... ✓ I advise you to.... ✓ Why don't you...? ✓ You should.... ✓ Perhaps you could.... ✓ If I were you, I would.... 	<ul style="list-style-type: none"> ✓ Thank you for your advice. ✓ Thank you for your suggestions. ✓ That's a good idea. ✓ That would be nice. ✓ That seems all right. ✓ I'm sorry, I can't. ✓ Well, I'm not sure. I don't really like that.

C. Method/ Technique

PPP (presentation-Practice-Production)

D. Activities**1. Opening**

- a. Greeting, saying a prayer, and checking attendance.
- b. Teacher explains the topic of the lesson that is going to learn and explains the purpose of learning that topic.

2. Main Activities

- a. Lead-in: the students answer questions based on the picture provided (Activity 1).
- b. The students learn some difficult words that are going to be found in the dialogue they are going to listen (Activity 2).
Tier I: The meaning of the words have been provided.
Tier II: The students have to match the words with their meanings.
Tier III: The students have to look for the meanings by themselves.
- c. The students listen to a dialogue describing a process of making lemonade. While they are listening, they should complete the recipe based on the information they hear (Activity 2).
- d. The students discuss the answer and then they identify some expressions to tell a process of how to do something or how to make something that are found in the dialogue.
- e. The students discuss the generic structure of a procedure text in the form of a recipe.
- f. The students read a dialogue about how to improve somebody's English ability and act it out. Then, they answer comprehension questions about the text (Activity 4).
Tier I: The questions are in the form of open-ended questions equipped with the choice of the answers.
Tier II: The questions are in the form of multiple choice questions.
Tier III: The questions are in the form of open-ended questions without any choice of the answers.
- g. The students identify some expressions dealing with necessity and obligations as well as some expressions of giving advice and suggestions (Activity 5).
- h. The students arrange some expressions provided into a good dialogue then act it out with their partner (Activity 6).
- i. The students identify some other expressions to tell a process of how to do something or how to make something that are found in the dialogue.
- j. In pairs, the students write a dialogue based on the given situations. (Activity 7)

3. Closing

- a. The teacher asks the students if they get some difficulties during the lesson.
- b. The teacher gives feedback on students' works during the lesson
- c. The teachers together with the students summarize the materials they have learnt.

E. Learning Resources

Krisnani, Yiyis. 2008. *English for Vocational Schools IIA*. Yogyakarta: LP2IP.

Murphy, R. 1985. *English Grammar in Use*. Cambridge: Cambridge University Press.

Widyantoro, Agus, Kartika Pratiwi, and Nuki Prihatini. 2008. *Effective Communication: an integrated course of English for Vocational High School*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

F. Learning Media

Worksheet

G. Evaluation

1. Technique : written tests
2. Instruments :

Activity 7

Make a short dialogue based on one of the following situations.

- 1) On your way home from school, you see your friend who looks so pale. He/she says that he/she gets influenza. Then, you give him/her some suggestions to cure his/her influenza.
- 2) On the weekend, your cousin comes to your house. You are making your favourite food. Your cousin is interested in your cooking and asks you how to make it. Then, you tell him/her the steps of cooking the food. Don't forget to suggest him/her to use the hygienic ingredients.
- 3) Your brother/sister is willing to make friends with many people all over the world. That is why you suggest him/her to find new friends through face book. Then, you also tell him/her the steps of how to make a face book account.

3. Evaluation Rubric : enclosed

Tempel,

Headmaster

Teacher

LESSON PLAN 5

School	: SMK Negeri 1 Tempel
Level/ Semester	: XI (Elementary)/ 2
Subject	: English
Skill Program	: Accounting
Standard of Competency	: Communicating using English on the <i>Elementary Level</i>
Basic Competence	: Understanding simple instructions
Indicators	: <ul style="list-style-type: none">• The students are able to identify grammatical forms of degrees of comparisons.• The students are able to compare two or more adjectives by using degrees of comparison.• The students are able to identify the imperative forms and transactional signals used in describing a process.
Characters	: communicative, discipline, democratic, social
Theme	: Cooking food and instruction manual (Unit 2)
Skills	: Reading and Writing
Time Allocation	: 3 x 45'

A. Learning Objectives

At the end of the teaching-learning process, the students are able to:

1. compare two or more adjectives by using degrees of comparison
2. identify the imperative forms and transactional signals used in giving instructions

B. Learning Material

Degrees of Comparison

- ✓ With the **positive** form of the adjective, we use **as...as** in the affirmative and **not as/not so...as** in the negative.
- ✓ With the **comparative** we use **than**.
- ✓ Comparison of three or more people/things is expressed by the **superlative** with **the....**
- ✓

Examples:

No	Positive	Comparative	Superlative
1	Ani is as tall as her sister.	Ani is taller than her sister.	Ani is the tallest students in the class.
2	My bag is not as expensive as yours.	My bag is more expensive than yours	My bag is the most expensive among others'.

Giving Instructions

You use the *imperative* form to give instructions. Here are some examples of imperative forms found in the text in Activity 8.

Roast the beans to bring out the flavour.

Winnow the roasted beans.

Blend the nibs.

When you want to describe how something is completed through a sequence of steps, you use some transitional signals. Here are the other examples of transitional signals:

Firstly,	First of all,	After that,
Secondly,	Then,	Later,
Thirdly,	Next,	Finally, etc.

C. Method/ Technique

PPP (presentation-Practice-Production)

D. Activities

1. Opening

- Greeting, saying a prayer, and checking attendance.
- The teacher reviewed the materials learnt in the previous meeting.
- The teacher explains the topic of the lesson that is going to learn and explains the purpose of learning that topic.

2. Main Activities

- Lead-in: the students answer some questions dealing with the topic.
- The students read a text describing a process of making chocolate, which contains the use of degrees of comparison. Then, they answer comprehension questions about the text (Activity 8).
Tier I: The students have to match each answer with its evidence.
Tier II: The students have to match each answer with its evidence, but there are more choices of evidence provided.
Tier III: The students have to look for the supporting sentences by themselves.
- The students identify some expressions used to compare adjectives. The students also identify grammatical forms of degrees of comparisons (Activity 9).
- The students make comparisons based on the given data (Activity 10).
Tier I: The students were provided with two choices of adjectives to be compared for each number.
Tier II: The choices of adjectives to be compared were provided in a box for all numbers.
Tier III: The students were not provided with the adjectives to be compared.
- The students identify some transactional signals and imperative forms used in describing a process (Activity 11).
- In groups, the students play “What’s the Difference?” Game (Activity 12). The students are asked imagine some particular objects or people mentioned by the teacher. Then, they should find out the difference among those objects by comparing the adjectives.

3. Closing

- The teacher asks the students if they get some difficulties during the lesson.
- The teacher gives feedback on students’ works during the lesson

- c. The teachers together with the students summarize the materials they have learnt.

E. Learning Resources

Krisnani, Yiyis. 2008. *English for Vocational Schools IIA*. Yogyakarta: LP2IP.
Murphy, R. 1985. *English Grammar in Use*. Cambridge: Cambridge University Press.
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F. Learning Media

Worksheet

G. Evaluation

1. Technique : written tests
2. Instruments :

Activity 10

Make comparisons based on the following data by using adjectives written in the brackets.

- | | |
|---|---|
| a. Each student arrives at school at different time.
Kanti arrives at 6 a.m.
Sinta arrives at 6 a.m.
Triani arrives at 6.30 a.m.
(lazy/diligent) | d. Each student has different English grades.
Nita got 5.
July got 7.
Kartika got 9.
(bad/good) |
| b. There are three books which have different prices.
A mathematics book is Rp 45,000.
An English book is Rp 50,000.
A history book is Rp 60,000.
(cheap/expensive) | e. There are three girls who have different heights.
Dinda is 150 cm tall.
Lina is 160 cm tall.
Yanti is 170 cm tall.
(short/ tall) |
| c. Three women have different ages.
Mrs. Tobing is 35 years old.
Mrs. Indra is 37 years old.
Mrs. Rony is 39 years old.
(young/old) | |
3. Evaluation Rubric : enclosed

Tempel,

Headmaster

Teacher

LESSON PLAN 6

School	: SMK Negeri 1 Tempel
Level/ Semester	: XI (Elementary)/ 2
Subject	: English
Skill Program	: Accounting
Standard of Competency	: Communicating using English on the <i>Elementary Level</i>
Basic Competence	: Understanding simple instructions
Indicators	: <ul style="list-style-type: none">• The students are able to use some expressions used to describe a process of how to operate something.• The students are able to use imperative forms.
Characters	: communicative, discipline, democratic, social
Theme	: Cooking food and instruction manual (Unit 2)
Skills	: Reading and Writing
Time Allocation	: 4 x 45'

H. Learning Objectives

At the end of the teaching-learning process, the students are able to:

3. describe a process of how to operate something
4. give simple instructions to others
- 5.

I. Learning Material

Plug in the photocopier into an electrical wall jack.

Place the document that you want to copy face down.

Press the "Start" or "Copy" button.

Dial the fax number for the person you are sending the documents to.

Press the send button and the machine will send the documents to the person you have dialled.

J. Method/ Technique

PPP (presentation-Practice-Production)

K. Activities

4. Opening

- c. Greeting, saying a prayer, and checking attendance.
- d. The teacher reviewed the materials learnt in the previous meeting.
- e. The teacher explains the topic of the lesson that is going to learn and explains the purpose of learning that topic.

5. Main Activities

- j. Lead-in: the students answer some questions dealing with the topic.
- k. The students complete a paragraph about how to operate a photocopier by using appropriate expressions (Activity 15).
 - Tier I: The number of choice of statements provided is the same as the number of the blanks.
 - Tier II: The number of statements provided is greater than Tier I
 - Tier III: The number of statements is provided in the greatest amount among all tiers.
- l. The students arrange some steps of operating a fax machine based on the provided pictures (Activity 16).

Tier I: The students are provided with five pictures depicted each step.

Tier II: The students are provided with three pictures.

Tier III: The students are provided with three pictures.

- m. The students play “Pass the Message” Game (Activity 17). The students should write a message given to them and then pass it to their classmates. The last student who receives the message should do the instruction in the message and read the message aloud.
- n. The students write some appropriate instructions based on the pictures provided (Activity 18).

Tier I: The verb is provided for each number.

Tier II: The students are provided with some choices of the verbs.

Tier III: The students are not provided with any choices of the verbs.

- o. The students write a process of making a particular food or a series of steps of operating a kind of household or office equipment (Activity 20).

6. Closing

- d. The teacher asks the students if they get some difficulties during the lesson.
- e. The teacher gives feedback on students’ works during the lesson
- f. The teachers together with the students summarize the materials they have learnt.

L. Learning Resources

Krisnani, Yiyis. 2008. *English for Vocational Schools IIA*. Yogyakarta: LP2IP.

Murphy, R. 1985. *English Grammar in Use*. Cambridge: Cambridge University Press.

Widyantoro, Agus, Kartika Pratiwi, and Nuki Prihatini.2008. *Effective Communication: an integrated course of English for Vocational High School*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

M. Learning Media

Worksheet

N. Evaluation

- 4. Technique : written tests
- 5. Instruments :
Activity 20

Write a process of making a particular food or a series of steps of operating a kind of household or office equipment.

- 6. Evaluation Rubric : enclosed

Tempel,

Headmaster

Teacher

UNIT 1

TIER I

UNIT I

WHAT IS YOUR PLAN?

Do you have a plan after finishing your study? What is that? Have you ever written a letter to your friend telling your future plan? What expressions are used in that letter? What expressions do you use if you want to talk your past experience? In this unit, you are going to learn how to express future plans and past events, and how to write a personal letter.

Activity 1 Look at the picture below and answer the questions.




1. What is the man doing?
2. What do you think they are going to do?
3. Do you also have a kind of plan?
4. What will you do in the next holiday?
5. What is your plan after finishing your study?

A. LISTENING


Activity 2 Listen to the dialogue and while you are listening, choose one of the words in the brackets to complete the dialogue based on the information you hear.

- Marrie : I'm really (1) _____ (tired/trying) today. I just (2) _____ (get/got) back from my trip last night.
- Andy : You just (3) _____ (spend/ spent) a week camping in the mountain, right? How was it?
- Marrie : It was fantastic! I can't remember the last time I had so much (4) _____ (fun/fan). Aren't you planning to take a (5) _____ (location/vacation)?
- Andy : No, not until the end of July. I have to wait until I (6) _____ (retrain/return) from my business trip to Surabaya. I'm planning to (7) _____ (rent/ran) a house at the beach for the first week of August.
- Marrie : That sounds interesting.


Activity 3 Look at the pictures below. Those pictures describe some people's future plans. Listen to the statements and choose the correct statement for each picture.

1. 


☐

2. 


☐

3. 

☐

4. 

☐

5. 

☐

Activity 4 Listen to the dialogue and answer the questions orally.

Situation: Kanya is meeting Fariz at school and asks him why he has been absent from the class for a week.

Kanya : Where have you been? I haven't seen you in the class for a week.

Fariz : I've been sick.

Kanya : Nothing serious, I hope.

Fariz : Well, I got a bad influenza.

Kanya : That's too bad. Are you feeling better now?

Fariz : Yeah. Well enough to start thinking about school again. But I'm worried how I can catch up the missed lessons.

Kanya : Don't worry. I'll lend my notes. If there's something you don't understand, I'll explain to you.

Fariz : That would be perfect. I hate to bother you though.

Kanya : No bother. I'm sure glad to help you.

catch up [kætʃ ʌp] : menyusul ketinggalan

lend [lend] : meminjamkan

bother ['bɒðə] : mengganggu

Questions:

1. How long was Fariz absent from the class?
2. Why was he absent?
3. What is Fariz problem after being absent from the class?
4. What will Kanya do to help Fariz?
5. What do you think about Kanya's attitude?

B. SPEAKING

Activity 5 Read the following dialogue and act them out with your classmates. After that, answer the questions by choosing a, b, or c.

- Teacher : What are you going to do after you graduate from high school, Dipa?
Dipa : Oh, I'm planning to go to college.
Teacher : What do you plan to study?
Dipa : I'm thinking of majoring in chemistry.
Teacher : Hmm, that's a good field. What about you, Rini?
Rini : I hope to go to Bali.
Teacher : Oh, really? And what are you going to do there?
Rini : I think I'll just travel around for a while.
Teacher : Lucky you! Tina, what do you think you're going to do?
Tina : Well, I am going to go to college, but maybe I have to postpone it and get a job instead. I just don't have the money right now.
Teacher : Yeah, I know what you mean. Money is tight these days.
What about you, Joko?
Joko : Well, if I get a scholarship, I'll study architecture in Gajah Mada University.
Teacher : And if you don't?
Joko : Well, then, I suppose I'll have to get a job first and still study architecture.
Teacher : Well, guys, now I'm so sure, all of you have planned your own future. Make it real and I wish you good luck.

graduate ['grædʒuət] : lulus
postpone [pəst'pəʊn] : menunda
tight [taɪt] : sulit
scholarship ['skɒləʃɪp] : beasiswa

Questions:

1. What is Dipa's plan after finishing his study at high school?
 - a. studying at a university
 - b. studying at a college
 - c. having a job
2. Is Rini going to have a job in Bali?
 - a. Yes, she is. Rini is going to have a job in Bali.
 - b. No, she is not. Rini is going to stay in Bali.
 - c. No, she is not. Rini is going to travel around Bali.
3. Why does Tina have to delay her plan to continue her study at a college?
 - a. She doesn't have enough money to pay the college fees.
 - b. She has to work in a company.
 - c. She isn't permitted by her parents to study at a college.
4. What kind of job will Joko probably do in the future?
 - a. a lecturer
 - b. an architect
 - c. a designer
5. Will Joko still continue his study if he does not get a scholarship?
 - a. No, he won't. He will not continue his study.
 - b. Yes, he will. He will study in the other university.
 - c. Yes, he will. He will get a job first.

Activity 6 Read the dialogue in Activity 5 once again. Pay attention to the expressions of asking and telling someone's plan. Then, study the following expressions.

Asking someone's plan

- What are you going to do after finishing your study?
- What will you do tomorrow?
- What is your plan for the next holiday?
- What about tonight/tomorrow/next week?

Telling someone's plan

- I'm planning to go to college.
- I am going to go to college.
- I'll study architecture in Gajah Mada University.

Activity 7 Complete the following dialogues by using appropriate expressions of asking and telling someone's plan. Then, act them out with your classmate.

Dialogue 1

Vera : Where are you going?
Riza : I'm going home. Are you going home too?
Vera : Yes, but I'm going to come back later.
Riza : _____?
Vera : I'm going to go to the movie. I want to see Sherlock Holmes at XXI Cinema.
Riza : With whom are you going to go there?
Vera : _____.

Dialogue 2

Shanty : Tomorrow is holiday, right?
Lucy : Yeah. Why?
Shanty : _____?
Lucy : I'll probably visit my grandmother. How about you?
Shanty : _____.

Dialogue 3

Fatima : A year later we will graduate from high school.
Salman: You're right. _____?
Fatima : I'm planning to study accounting in UNY.
Salman: Good. That field is appropriate with the skill we learn in this vocational high school.
Fatima : Yeah. And what will you do a year later?
Salman: _____.

Activity 8 Work in pairs. Make a short dialogue telling your plans after finishing your study at high school. Then, act the dialogue out.

C. READING

Activity 9

Below are some words you are going to find in the letter. Study the meaning of those words and then repeat after your teacher in pronouncing them. After that, read the letter and study the statements inside the table. Write T if the statement is true and F if the statement is false according to the letter.

WORDS	MEANINGS
trip [trip]	menemani
rent [rent]	pemandangan
view [vju:]	tujuan
destination [desti'neiʃn]	perjalanan
scenery ['si:nri]	kedatangan
dive [daiv]	menyelam
accompany [ə'kʌmpni]	pemandangan
arrival [ə'raɪvl]	menyewa

Pemuda 23

Bandung, West Java

November 13, 2010

Dear Malika,

I thought that I would write to you to let you know that my sister and I are planning a trip to Bali and Lombok on December. I told you when you left Bandung last holiday that we were going to visit Bali. Your story made me interested to go to your hometown soon.

Well, we are going to fly to Bali at the beginning of December and, first of all, we are going to visit Uluwatu. I know Uluwatu is a great place to visit and I think I'll like it. By the way, do you know where I can rent a car? I want to enjoy my trip without any transportation problems.

From Uluwatu, we are going to go to Bedugul. I think it's a place with great view of a mountain and a lake. It's also a nice place to take a rest and enjoy the view without doing anything. I wonder if it's going to be what I've imagined.

From Bedugul, we are going to go to Kuta. Based on the information I got from the television, Kuta is one of the best places to enjoy a sunset. Therefore, my sister and I want to enjoy a nice experience there. I think it will be great to see one of the most beautiful sunsets in the world.

Our next destination is Nusa Penida. Some of my friends told me that Nusa Penida has great underwater scenery. That's why I want to dive there. Nusa Penida will be our last destination in Bali and then we will continue our trip to Lombok. But, I haven't got any information about Lombok and how I can reach that place from Bali. Can you tell me? It will be great if you are willing to accompany us to go to Lombok. Will you?

Alright, Malika, this is not going to be a long letter and I am going to close now. I will write to you again and let you know the exact dates of our arrival in Bali.

Yours,

Rasya

STATEMENTS	T/F
1. Malika has ever visited Bandung.	
2. Rasya and her sister are going to use public transportation during in Bali.	
3. Bedugul only offers beautiful scenery of a lake.	
4. Rasya and her sister have ever enjoyed a sunset in Kuta.	
5. Rasya and her sister are interested in the underwater scenery of Nusa Penida.	
6. Nusa Penida is going to be the last destination of their whole trip.	
7. Rasya and her sister will go to Lombok by ferry.	
8. Rasya will tell Malika when she and her sister arrive in Bali.	

Activity 10 Study the information and the organization of the personal letter below.

- a. A personal letter is a type of letter which provides communication between a small numbers of people, usually two. The function s to give the personal information or activities which are being done by the writer. Personal letters are usually written in an informal language.
- b. Use short and loosely connected sentences. You may also use conversational idioms and colloquial expressions. Contracted forms like won't, can't, I'll etc. are also very common in personal letters.
- c. The organization of a personal letter:

Sender's Address Line 1 (1)
Sender's Address Line 2
Date (2)
Dear (Name of Recipient), (3)
Body Paragraph 1.....
.....
..... (4)
Body Paragraph 1.....
.....
..... (4)
Body Paragraph 1.....
.....
..... (4)
Closing (Sincerely) (5)
Signature (6)
P.S. (7)

Notes:

- 1) This is the sender's address. Put your streets address on the first line and the city, state and zip on the second line.
- 2) Put the date on which the letter is written in the format Month Day Year, e.g. May 26, 2010 (British) or Day Month Year, e.g. 26 May 2010.
- 3) This part is salutation. It usually starts out with: Dear ... or Hi
Note: There is a comma after the end of the salutation.
- 4) This part is the body. It is where you write the content of the letter.
- 5) This is closing part. Let the reader know that you have finished your letter; usually ends with: Sincerely, Sincerely yours, Thank you, and so on.
- 6) Your signature will go in this section.
- 7) If you want to add anything to the letter, you write a P.S. (post script) and the message after that.

Activity 11 Read the letter on Activity 9 again. Pay attention to the expressions used by Malika in telling her future plans. Then, study the explanation below and do the exercise.

Future Tense

Patterns: S + will + V1
S + to be going + to + V1

- **The use of “will”**
 - a) Statements of future facts
e.g.: The job **will** be finished by the weekend.
 - b) Decisions made at the time of speaking
e.g.: I’ve left the door open. I **ll** go and shut it.
 - c) To express a prediction
e.g.: I **ll** probably be late this evening.
 - d) To show willingness
e.g.: I **ll** help you.
 - e) Promising to do something
e.g.: Thank you for lending me the money. I **ll** pay you back on Friday.
- **The use of “be going to”**
 - a) Planned future actions or events
e.g.: They **are going to** open the new office on April 1st.
 - b) Future events in a neutral way
e.g.: Mr. Joe **is going to** be the new director.
 - c) Future events evident from something in the present
e.g.: I’m tired of taking the bus to work. I **m going to** buy a car next month.

Exercise : Put the verb into the correct form using “will” or “going to”. Pay attention to the situation. The first two have been done for you as examples.

1. A: I’ve just realized – I haven’t got any money.
B: Don’t worry – that’s no problem. I’ll lend (lend) you some.
2. A: Why are you turning the television on?
B: I’m going to watch (watch) the news.
3. A: I’ve got a terrible headache.
B: Have you? Wait here and I _____ (get) an aspirin for you.
4. A: Why are you filling that bucket with water?
B: I _____ (wash) my car.
5. A: I’ve decided to re-paint this room.
B: Really? What colour _____ (you/paint) it?
6. A: Look. There’s smoke coming out of that house. It’s on fire!
B: Oh, my God! I _____ (call) the fireman immediately.
7. A: What would you like to drink, tea or coffee?
B: I _____ (have) tea, please.
8. A: Where are you going? Are you going shopping?
B: Yes, I _____ (buy) something for dinner.
9. A: I can’t work out how to use this camera.
B: It’s quite easy. I _____ (show) you.
10. A: Did you post that letter for me?
B: Oh, I’m sorry. I completely forgot. I _____ (do) it now.

Activity 12 Read the following letter carefully and study the statements inside the table. Write T if the statement is true and F if the statement is false according to the letter. Then, show the evidence by matching each of the statement with the appropriate supporting sentence.

Gejayan 23 Karangmalang

Sleman, Yogyakarta

October 24, 2010

Dear Bella,

It feels like a long time since the last time I saw you. My days in Yogyakarta have been great so far. I'm going to tell you my nice experience while enjoying a parade in Yogyakarta. I hope you can go along with me to enjoy the next parade.

Thousands of people went downtown in the afternoon to see the Annual City Parade. I was eager to enjoy the parade with my family. That was the second time I saw the event. The parade was led by our mayor and his family. It showed various cultures of Yogyakarta. After the parade, the public enjoyed an evening of free music concerts in the City Park. Nice weather and great music made it a pleasant day for all. The star of the concert was Ungu, my favourite band. Ungu played really well. I was really happy since I could take a photograph of my favourite band personnel. The concert lasted until midnight. Everyone in the town really enjoyed the parade and concert.

I'll be very happy if you tell me your interesting experience in your new hometown, Papua.

Much Love,

Luna

downtown ['daʊntaʊn] : pusat kota
parade [pə'reɪd] : pawai
eager ['i:gə] : ingin sekali
mayor ['meɪ] : walikota
pleasant ['plezənt] : menyenangkan
last [lɑːst] : bertahan

STATEMENTS	T/F	EVIDENCE
1. Seeing the City Parade was the writer's new experience. 2. The people can see many cultures from Yogyakarta. 3. The parade was the only program held on that day. 4. The whole program of the City Parade was ended at midnight. 5. The people were happy on the day of City Parade.		1. The concert lasted until midnight. 2. That was the second time I saw the event. 3. Everyone in the town really enjoyed the parade and concert. 4. It showed various cultures of Yogyakarta. 5. After the parade, the public enjoyed an evening of free music concerts in the City Park.

Activity 13 Study the explanation below. Then do the exercise.

In Activity 12, you can see how Luna tells her past events in the letter.

*Thousands of people **went** downtown in the afternoon to see the Annual City Parade. I **was** eager to enjoy the parade with my family. That **was** the second time I **saw** the event. The parade **was** led by our mayor and his family. It **showed** various cultures of Yogyakarta. After the parade, the public **enjoyed** an evening of free music concerts in the City Park. Nice weather and great music **made** it a pleasant day for all. The star of the concert **was** Ungu, my favourite band. Ungu **played** really well. I **was** really happy since I **could** take a photograph of my favourite band personnel. The concert **lasted** until midnight. Everyone in the town really **enjoyed** the parade and the concert.*

Past Tense

The past tense shows the past events and past activities. The affirmative form of the simple past tense uses the verb II form.

Pattern: S + V₂

Examples:

- I went to the cinema last night.
- She did not go to school yesterday.
- Did you do your homework?

Note:

- a. We always use 'did' for all subjects.
- b. "to be" (is, am, are) should be changed into 'was' and 'were'
- c. Adverbs of future time: yesterday, the day before yesterday, ... ago, last...

Exercise 1: Put the verbs in the brackets into the correct form.

Example: I didn't go (*not/go*) to work yesterday because I wasn't (*not/be*) very well.

1. Last week, our teacher _____ (*not/come*) to class because he _____ (*be*) sick.
2. I _____ (*cut*) my finger yesterday.
3. His grandfather _____ (*not/meet*) me when he _____ (*be*) in Jakarta.
4. I _____ (*not/understand*) what he said.
5. Her brother _____ (*hear*) that news from my father yesterday afternoon.
6. Maria _____ (*not/have*) to go to work yesterday because it _____ (*be*) a holiday.
7. We _____ (*read*) a job article written by Nayaka.
8. They _____ (*watch*) the football match on TV this morning.

Exercise 2: Pretend your best friend has just got an accident. Ask him about it by using questions you have made based on the words provided below.

Examples:

where/go Where did you go?

1. how/happen _____
2. when/happen _____
3. what/feel _____
4. have/good treatment _____
5. feel/better _____

D. WRITING

Activity 14 In groups, arrange the jumbled parts of the letter below into a good letter. The form of the letter has been provided for you. The letter is a reply letter written by Raihan for Fahmi. Raihan wants to tell his work plan to Fahmi.

1. For the first time, I think, I'll probably be a staff assistant in an accounting department. I am sure it won't be a lifetime job, but I'll do my job with great optimism. So, I can learn many accounting features. Then, I'll move up to be an accounting staff.
2. October 5, 2010
3. I am going to start my career right after graduating from university. I am going to send application letters to several companies and then take the first job opportunity given to me.
4. I must be responsible, creative, firm, and alert with everyone in my work environment. If I can be an inspired and resourceful person, I am sure that one day I am going to be a successful accounting manager.
5. Yours,
Raihan
6. I am young and healthy, so I can work hard to be a specialized staff. I'll learn anything about accounting processes. I'll also learn how to deal with clients.
7. 7 Garuda St.
Semarang, Central Java
8. Keep me posted whenever you can. I really enjoy receiving your letters and getting the details of your job in Jakarta.
9. Many thanks for your letter which arrived yesterday morning. I am thinking of visiting you one day. Since you asked me about my work plan, I'll tell you.
10. Dear Fahmi,

		address
		date
salutation		
opening paragraph		
content paragraph		
closing paragraph		
closing		

Activity 15 Playing “Fortune-telling” Game

Procedure:

In groups, the students write a fortune or prediction for two members of the other groups. Then, in turn, each group is given its member’s fortune. He/she must read it out and tell what he/she hopes for actually.

Activity 16 Imagine your cousin has just sent you a letter. He/she asked about your work plan after finishing your study. Reply his/her letter by completing the letter below. The clues provided will help you in determining the content.

<i>13 Ahmad Yani St. Bandung, West Java December 9, 2010</i>
<p><i>Dear _____,</i></p> <p><i>Thank you for sending me a letter last month. Congratulations for your new position as a managing director in your office. Just like what you asked, I'll tell my work plan to you and hopefully, I can follow your success.</i></p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p><i>Keep telling the details of your job in Kalimantan. I really enjoy hearing your working experience. Convey my regard to uncle Sam and aunt Sally.</i></p> <p><i>Yours,</i></p> <p>-----</p>

Clues:

- You are going to be an entrepreneur.
- At first, you are going to help your father to run your family’s business.
- You will learn anything about business from your father.
- Then, you plan to run your own business.
- You ask a friend to cooperate with you in running the new business.
- You and your friend will be successful in running the business.

Activity 17 Below is the content of the letter written by Buddy. He tells his unforgettable experience. Complete the content of Buddy's letter by using the words provided in the box.

Yesterday was my birthday. I (1) _____ my mother would wake me up in the morning with a birthday cake on the hand just like usual. However, there was no tart that morning. When I went to the dining room, I (2) _____ my father was reading a newspaper and did not say anything to me. I thought nobody (3) _____ my birthday. I was so disappointed. Then, I (4) _____ to the park to play with my friends. Unfortunately, my friend grabbed my ball, so we fought over the ball. On my way home, I (5) _____ into back water. My clothes got dirty. I was so sad that day since I had some bad experience on my birthday. When I (6) _____ at home, I found a small box in my room. I was very happy when I (7) _____ the content. It was a ticket to Paris! I immediately rushed to the living room to find my parents and (8) _____ them tightly. Two days later, I am going to see Eiffel tower with my family. It will be my unforgettable birthday.

knew	arrived	fell	remembered
went	guessed	hugged	saw

Activity 18 Playing "Consequences" Game

Procedure:

Demonstrate the idea. Fold a piece of paper in half, then into quarters and eights; all the folds should be parallel. Then, guide by these folds, refold the paper into concertina. Each student should complete the sentences written on each fold. As each person writes, he/she should only look at his/her fold. When the last person has written on the last fold, ask him/her to read it all out.

Below is the concertina containing some incomplete sentences telling about somebody's experience while having a holiday in Bali last year. The students should choose one of the words in the brackets to complete those sentences.

I _____ (<i>have/had</i>) a wonderful holiday in Bali last year. I _____ (<i>was/were</i>) still a high school student at that moment.
Our days in Bali _____ (<i>was/were</i>) really enjoyable. I swam three times a day. I also _____ (<i>spend/spent</i>) some of my days lying on the beach with his eyes closed.
On the third day, we _____ (<i>go/went</i>) to the north of the island. It was much quiet there. The next day, I went across to the east coast and _____ (<i>see/saw</i>) some of the old villages.
I also _____ (<i>learn/learnt</i>) Balinese. I still could not say much, but it _____ (<i>was/were</i>) fun to try.
Next holiday, I plan to _____ (<i>go/went</i>) to Bali with my university friends.

- Activity 19** Write a letter to your friend by using the result of the game in Activity 18 as the content paragraph. You can add the other parts of the letter based on your creativity.
- Activity 20** Write a letter to your friend or family. In the letter, you tell him/her your most interesting past experience. It can be a happy, sad, or funny story. Use the appropriate tenses in writing your story.
- Activity 21** Imagine what you will be in the future by choosing one of the occupations shown in the following pictures, or you may choose your own occupation. Tell your future dreams to your friend or family by writing a letter to him/her. Include any detailed information about your plan; the reason why you choose that job and what efforts you are going to do to make your dream comes true.



entrepreneur



b. secretary



c. accounting staff



d. teacher

TIER II

UNIT I

WHAT IS YOUR PLAN?

Do you have a plan after finishing your study? What is that? Have you ever written a letter to your friend telling your future plan? What expressions are used in that letter? What expressions do you use if you want to talk your past experience? In this unit, you are going to learn how to express future plans and past events, and how to write a personal letter.

Activity 1 Look at the picture below and answer the questions.



6. What is the man doing?
7. What do you think they are going to do?
8. Do you also have a kind of plan?
9. What will you do in the next holiday?
10. What is your plan after finishing your study?


A. LISTENING

Activity 2 Listen to the dialogue and while you are listening, complete the dialogue by using the words provided in the box based on the information you hear.


- Marrie : I'm really (1) _____ (tired/tried) today. I just (2) _____ (get/got) back from my trip last night.
- Andy : You just (3) _____ (spend/ spent) a week camping in the mountain, right? How was it?
- Marrie : It was fantastic! I can't remember the last time I had so much (4) _____ (fun/fan). Aren't you planning to take a (5) _____ (location/vacation)?
- Andy : No, not until the end of July. I have to wait until I (6) _____ (retrain/return) from my business trip to Surabaya. I'm planning to (7) _____ (rent/ran) a house at the beach for the first week of August.
- Marrie : That sounds interesting.

vacation	rent	fun	
spent	return	tired	got


Activity 3 Look at the pictures below. Those pictures describe some people's future plans. Listen to the statements and choose the correct statement for each picture.

2. 


☐

2. 


☐

3. 

☐

4. 

☐

5. 

☐

Activity 4 Listen to the dialogue and answer the questions orally.

Situation: Kanya is meeting Fariz at school and asks him why he has been absent from the class for a week.

- Kanya : Where have you been? I haven't seen you in the class for a week.
 Fariz : I've been sick.
 Kanya : Nothing serious, I hope.
 Fariz : Well, I got a bad influenza.
 Kanya : That's too bad. Are you feeling better now?
 Fariz : Yeah. Well enough to start thinking about school again. But I'm worried how I can catch up the missed lessons.
 Kanya : Don't worry. I'll lend my notes. If there's something you don't understand, I'll explain to you.
 Fariz : That would be perfect. I hate to bother you though.
 Kanya : No bother. I'm sure glad to help you.

catch up [kætʃ ʌp] : menyusul ketinggalan
 lend [lend] : meminjamkan
 bother ['bɒðə] : mengganggu

Questions:

1. How long was Fariz absent from the class?
2. Why was he absent?
3. What is Fariz problem after being absent from the class?
4. What will Kanya do to help Fariz?
5. What do you think about Kanya's attitude?

B. SPEAKING

Activity 5 Read the following dialogue and act them out with your classmates. After that, answer the questions. The number of line in which you can find the answer has been provided.

- Teacher : What are you going to do after you graduate from high school, Dipa?
- Dipa : Oh, I'm planning to go to college.
- Teacher : What do you plan to study?
- Dipa : I'm thinking of majoring in chemistry.
- Teacher : Hmm, that's a good field. What about you, Rini?
- Rini : I hope to go to Bali.
- Teacher : Oh, really? And what are you going to do there?
- Rini : I think I'll just travel around for a while.
- Teacher : Lucky you! Tina, what do you think you're going to do?
- Tina : Well, I am going to go to college, but maybe I have to postpone it and get a job instead. I just don't have the money right now.
- Teacher : Yeah, I know what you mean. Money is tight these days.
What about you, Joko?
- Joko : Well, if I get a scholarship, I'll study architecture in Gajah Mada University.
- Teacher : And if you don't?
- Joko : Well, then, I suppose I'll have to get a job first and still study architecture.
- Teacher : Well, guys, now I'm so sure, all of you have planned your own future.
Make it real and I wish you good luck.

graduate ['grædʒuət] : lulus
postpone [pəst'pəʊn] : menunda
tight [taɪt] : sulit
scholarship ['skɒləʃɪp] : beasiswa

Questions:

1. What is Dipa's plan after finishing his study at high school? (line 2 and 4)
2. Is Rini going to have a job in Bali? Explain your answer. (line 8)
3. Why does Tina have to delay her plan to continue her study at a college? (line 10-11)
4. What kind of job will Joko probably do in the future? (line 14)
5. Will Joko still continue his study if he does not get a scholarship? Explain your answer. (line 16)

Activity 6 Read the dialogue in task 5 once again. Pay attention to the expressions of asking and telling someone's plan. Then, study the following expressions.

Asking someone's plan

- What are you going to do after finishing your study?
- What will you do tomorrow?
- What is your plan for the next holiday?
- What about tonight/tomorrow/next week?

Telling someone's plan

- I'm planning to go to college.
- I am going to go to college.
- I'll study architecture in Gajah Mada University.

Activity 7 Complete the following dialogues by using appropriate expressions of asking or telling someone's plan. Then, act them out with your classmate.

Dialogue 1

Vera : Where are you going?
Riza : I'm going home. Are you going home too?
Vera : Yes, but I'm going to come back later.
Riza : _____?
Vera : I'm going to go to the movie. I want to see Sherlock Holmes at XXI Cinema.
Riza : With whom are you going to go there?
Vera : _____.

Dialogue 2

Shanty : Tomorrow is holiday, right?
Lucy : Yeah. Why?
Shanty : _____?
Lucy : I'll probably visit my grandmother. How about you?
Shanty : _____.

Dialogue 3

Fatima : A year later we will graduate from high school.
Salman: You're right. _____?
Fatima : I'm planning to study accounting in UNY.
Salman: Good. That field is appropriate with the skill we learn in this vocational high school.
Fatima : Yeah. And what will you do a year later?
Salman: _____.

Activity 8 Work in pairs. Make a short dialogue telling your plans after finishing your study at high school. Then, act the dialogue out.

C. READING

Activity 9

Below are some words you are going to find in the letter. Match each word with its meaning and then repeat after your teacher in pronouncing them. After that, read the letter and study the statements about that letter written inside the table. Write T if the statement is true and F if the statement is false.

WORDS
trip [trip]
rent [rent]
view [vju:]
destination [desti'neiʃn]
scenery ['si:nri]
dive [daɪv]
accompany [ə'kʌmpni]
arrival [ə'raɪvl]

MEANINGS
perjalanan
pemandangan
menyelam
menemani
pemandangan
kedatangan
menyewa
tujuan

Pemuda 23
Bandung, West Java
November 13, 2010

Dear Malika,

I thought that I would write to you to let you know that my sister and I are planning a trip to Bali and Lombok on December. I told you when you left Bandung last holiday that we were going to visit Bali. Your story made me interested to go to your hometown soon.

Well, we are going to fly to Bali at the beginning of December and, first of all, we are going to visit Uluwatu. I know Uluwatu is a great place to visit and I think I'll like it. By the way, do you know where I can rent a car? I want to enjoy my trip without any transportation problems.

From Uluwatu, we are going to go to Bedugul. I think it's a place with great view of a mountain and a lake. It's also a nice place to take a rest and enjoy the view without doing anything. I wonder if it's going to be what I've imagined.

From Bedugul, we are going to go to Kuta. Based on the information I got from the television, Kuta is one of the best places to enjoy a sunset. Therefore, my sister and I want to enjoy a nice experience there. I think it will be great to see one of the most beautiful sunsets in the world.

Our next destination is Nusa Penida. Some of my friends told me that Nusa Penida has great underwater scenery. That's why I want to dive there. Nusa Penida will be our last destination in Bali and then we will continue our trip to Lombok. But, I haven't got any information about Lombok and how I can reach that place from Bali. Can you tell me? It will be great if you are willing to accompany us to go to Lombok. Will you?

Alright, Malika, this is not going to be a long letter and I am going to close now. I will write to you again and let you know the exact dates of our arrival in Bali.

Yours,

Rasya

STATEMENTS	T/F
1. Malika has ever visited Bandung.	
2. Rasya and her sister are going to use public transportation during in Bali.	
3. Bedugul only offers beautiful scenery of a lake.	
4. Rasya and her sister have ever enjoyed a sunset in Kuta.	
5. Rasya and her sister are interested in the underwater scenery of Nusa Penida.	
6. Nusa Penida is going to be the last destination of their whole trip.	
7. Rasya and her sister will go to Lombok by ferry.	
8. Rasya will tell Malika when she and her sister arrive in Bali.	

Activity 10 Study the information and the organization of the personal letter below.

- a. A personal letter is a type of letter which provides communication between a small numbers of people, usually two. The function is to give the personal information or activities which are being done by the writer. Personal letters are usually written in an informal language.
- b. Use short and loosely connected sentences. You may also use conversational idioms and colloquial expressions. Contracted forms like won't, can't, I'll etc. are also very common in personal letters.
- c. The organization of a personal letter:

Sender's Address Line 1 (1)
Sender's Address Line 2
Date (2)
Dear (Name of Recipient), (3)
Body Paragraph 1.....
..... (4)
Body Paragraph 1.....
..... (4)
Body Paragraph 1.....
..... (4)
Closing (Sincerely) (5)
Signature (6)
P.S. (7)

Notes:

- 1) This is the sender's address. Put your streets address on the first line and the city, state and zip on the second line.
- 2) Put the date on which the letter is written in the format Month Day Year, e.g. May 26, 2010 (British) or Day Month Year, e.g. 26 May 2010.
- 3) This part is salutation. It usually starts out with: Dear ... or Hi
Note: There is a comma after the end of the salutation.
- 4) This part is the body. It is where you write the content of the letter.
- 5) This is closing part. Let the reader know that you have finished your letter; usually ends with: Sincerely, Sincerely yours, Thank you, and so on.
- 6) Your signature will go in this section.
- 7) If you want to add anything to the letter, you write a P.S. (post script) and the message after that.

Activity 11 Read the letter on Activity 9 again. Pay attention to the expressions used by Malika in telling her future plans. Then, study the explanation below and do the exercise.

Future Tense

Patterns: S + will + V1
S + to be going + to + V1

- **The use of “will”**
 - a) Statements of future facts
e.g.: The job **will** be finished by the weekend.
 - b) Decisions made at the time of speaking
e.g.: I’ve left the door open. I **’ll** go and shut it.
 - c) To express a prediction
e.g.: I **’ll** probably be late this evening.
 - d) To show willingness
e.g.: I **’ll** help you.
 - e) Promising to do something
e.g.: Thank you for lending me the money. I **’ll** pay you back on Friday.
- **The use of “be going to”**
 - a) Planned future actions or events
e.g.: They **are going to** open the new office on April 1st.
 - b) Future events in a neutral way
e.g.: Mr. Joe **is going to** be the new director.
 - c) Future events evident from something in the present
e.g.: I’m tired of taking the bus to work. I **’m going to** buy a car next month.

Exercise: Put the verb into the correct form using “will” or “going to”. Pay attention to the situation. The first two have been done for you as examples.

1. A: I’ve just realized – I haven’t got any money.
B: Don’t worry – that’s no problem. I’ll lend (lend) you some.
2. A: Why are you turning the television on?
B: I’m going to watch (watch) the news.
3. A: I’ve got a terrible headache.
B: Have you? Wait here and I _____ (get) an aspirin for you.
4. A: Why are you filling that bucket with water?
B: I _____ (wash) my car.
5. A: I’ve decided to re-paint this room.
B: Really? What colour _____ (you/paint) it?
6. A: Look. There’s smoke coming out of that house. It’s on fire!
B: Oh, my God! I _____ (call) the fireman immediately.
7. A: What would you like to drink, tea or coffee?
B: I _____ (have) tea, please.
8. A: Where are you going? Are you going shopping?
B: Yes, I _____ (buy) something for dinner.
9. A: I can’t work out how to use this camera.
B: It’s quite easy. I _____ (show) you.
10. A: Did you post that letter for me?
B: Oh, I’m sorry. I completely forgot. I _____ (do) it now.

Activity 12 Read the following letter carefully and study the statements about the letter written inside the table. Write T if the statement is true and F if the statement is false. Then, show the evidence by matching each of the statement with the appropriate supporting sentence.

Gejayan 23 Karangmalang

Sleman, Yogyakarta

October 24, 2010

Dear Bella,

It feels like a long time since the last time I saw you. My days in Yogyakarta have been great so far. I'm going to tell you my nice experience while enjoying a parade in Yogyakarta. I hope you can go along with me to enjoy the next parade.

Thousands of people went downtown in the afternoon to see the Annual City Parade. I was eager to enjoy the parade with my family. That was the second time I saw the event. The parade was led by our mayor and his family. It showed various cultures of Yogyakarta. After the parade, the public enjoyed an evening of free music concerts in the City Park. Nice weather and great music made it a pleasant day for all. The star of the concert was Ungu, my favourite band. Ungu played really well. I was really happy since I could take a photograph of my favourite band personnel. The concert lasted until midnight. Everyone in the town really enjoyed the parade and concert.

I'll be very happy if you tell me your interesting experience in your new hometown, Papua.

Much Love,

Luna

downtown ['dauntaʊn] : pusat kota
parade [pə'reɪd] : pawai
eager ['i:gə] : ingin sekali
mayor ['meɪ] : walikota
pleasant ['plezənt] : menyenangkan
last [lɑːst] : bertahan

STATEMENTS	T/F	SUPPORTING SENTENCES
1. Seeing the City Parade was the writer's new experience. 2. The people can see many cultures from Yogyakarta. 3. The parade was the only program held on that day. 4. The whole program of the City Parade was ended at midnight. 5. The people were happy on the day of City Parade.		1. The concert lasted until midnight. 2. That was the second time I saw the event. 3. Everyone in the town really enjoyed the parade and concert. 4. It showed various cultures of Yogyakarta. 5. After the parade, the public enjoyed an evening of free music concerts in the City Park. 6. The writer was really happy for taking a photograph of Simple Plan. 7. The writer was eager to enjoy the parade with his family.

Activity 13 Study the explanation below. Then do the exercise.

In Activity 12, you can see how Luna tells her past events in the letter.

*Thousands of people **went** downtown in the afternoon to see the Annual City Parade. I **was** eager to enjoy the parade with my family. That **was** the second time I **saw** the event. The parade **was** led by our mayor and his family. It **showed** various cultures of Yogyakarta. After the parade, the public **enjoyed** an evening of free music concerts in the City Park. Nice weather and great music **made** it a pleasant day for all. The star of the concert **was** my favourite band, Ungu. Ungu **played** really well. I **was** really happy since I **could** take a photograph of my favourite band personnel. The concert **lasted** until midnight. Everyone in the town really **enjoyed** the parade and the concert.*

Past Tense

The past tense shows the past events and past activities. The affirmative form of the simple past tense uses the verb II form.

Pattern: S + V₂

Examples:

- I went to the cinema last night.
- She did not go to school yesterday.
- Did you do your homework?

Note:

- a. We always use 'did' for all subjects.
- b. "to be" (is, am, are) should be changed into 'was' and 'were'
- c. Adverbs of future time: yesterday, the day before yesterday, ... ago, last...

Exercise 1: Put the verbs in the brackets into the correct form.

Example: I didn't go (*not/go*) to work yesterday because I wasn't (*not/be*) very well.

1. Last week, our teacher _____ (*not/come*) to class because he _____ (*be*) sick.
2. I _____ (*cut*) my finger yesterday.
3. His grandfather _____ (*not/meet*) me when he _____ (*be*) in Jakarta.
4. I _____ (*not/understand*) what he said.
5. Her brother _____ (*hear*) that news from my father yesterday afternoon.
6. Maria _____ (*not/have*) to go to work yesterday because it _____ (*be*) a holiday.
7. We _____ (*read*) a job article written by Nayaka.
8. They _____ (*watch*) the football match on TV this morning.

Exercise 2: Pretend your best friend has just got an accident. Ask him about it by using questions you have made based on the words provided below.

Examples:

where/go Where did you go?

1. how/happen _____
2. when/happen _____
3. what/feel _____
4. have/good treatment _____
5. feel/better _____

D. WRITING

Activity 14 In groups, arrange the jumbled parts of the letter below into a good letter. The form of the letter has been provided for you. The letter is a reply letter written by Raihan for Fahmi. Raihan wants to tell his work plan to Fahmi.

1. For the first time, I think, I'll probably be a staff assistant in an accounting department. I am sure it won't be a lifetime job, but I'll do my job with great optimism. So, I can learn many accounting features. Then, I'll move up to be an accounting staff.
2. October 5, 2010
3. I am going to start my career right after graduating from university. I am going to send application letters to several companies and then take the first job opportunity given to me.
4. I must be responsible, creative, firm, and alert with everyone in my work environment. If I can be an inspired and resourceful person, I am sure that one day I am going to be a successful accounting manager.
5. Yours,
Raihan
6. I am young and healthy, so I can work hard to be a specialized staff. I'll learn anything about accounting processes. I'll also learn how to deal with clients.
7. 7 Garuda St.
Semarang, Central Java
8. Keep me posted whenever you can. I really enjoy receiving your letters and getting the details of your job in Jakarta.
9. Many thanks for your letter which arrived yesterday morning. I am thinking of visiting you one day. Since you asked me about my work plan, I'll tell you.
10. Dear Fahmi,

[illegible]

Activity 15 Playing “Fortune-telling” Game

Procedure:

In groups, the students write a fortune or prediction for three members of the other groups. Then, in turn, each group is given its member’s fortune. He/she must read it out and tell what he/she hopes for actually.

Activity 16 Imagine your cousin has just sent you a letter. He/she asked about your work plan after finishing your study. Reply his/her letter by completing the letter below. Complete the clues provided to help you in determining the content.

<div style="text-align: right;"><i>13 Ahmad Yani St. Bandung, West Java December 9, 2010</i></div> <p>Dear _____,</p> <p><i>Thank you for sending me a letter last month. Congratulations for your new position as a managing director in your office. Just like what you asked, I'll tell my work plan to you and hopefully, I can follow your success.</i></p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p><i>Keep telling the details of your job in Kalimantan. I really enjoy hearing your working experience. Convey my regard to uncle Sam and aunt Sally.</i></p> <p>Yours,</p> <p>-----</p>

Clues

- After finishing your study, you plan to _____.
- At first, you are going to _____.
- From that job, you will learn about _____.
- Since you have got enough experience, you will _____.
- And finally, you expect to _____.

Activity 17 Below is the content of the letter written by Buddy. He tells his unforgettable experience. Complete the content of Buddy's letter by using the words provided in the box.

Yesterday was my birthday. I (1) _____ my mother would wake me up in the morning with a birthday cake on the hand just like usual. However, there was no tart that morning. When I went to the dining room, I (2) _____ my father was reading a newspaper and did not say anything to me. I thought nobody (3) _____ my birthday. I was so disappointed. Then, I (4) _____ to the park to play with my friends. Unfortunately, my friend grabbed my ball, so we fought over the ball. On my way home, I (5) _____ into back water. My clothes got dirty. I was so sad that day since I had some bad experience on my birthday. When I (6) _____ at home, I found a small box in my room. I was very happy when I (7) _____ the content. It was a ticket to Paris! I immediately rushed to the living room to find my parents and (8) _____ them tightly. Two days later, I am going to see Eiffel tower with my family. It will be my unforgettable birthday.

knew	arrived	fell	remembered
went	guessed	hugged	saw

Activity 18 Playing "Consequences" Game

Procedure:

Demonstrate the idea. Fold a piece of paper in half, then into quarters and eights; all the folds should be parallel. Then, guide by these folds, refold the paper into concertina. Each student should complete the sentences written on each fold. As each person writes, he/she should only look at his/her fold. When the last person has written on the last fold, ask him/her to read it all out.

Below is the concertina containing some incomplete sentences telling about somebody's experience while having a holiday in Bali last year. The students should complete those sentences by using the words provided.

I _____ a wonderful holiday in Bali last year. I _____ still a high school student at that moment.	was were had
Our days in Bali _____ really enjoyable. I swam three times a day. I also _____ some of my days lying on the beach with his eyes closed.	spent had were
On the third day, we _____ to the north of the island. It was much quiet there. The next day, I went across to the east coast and _____ some of the old villages.	enjoyed saw went
I also _____ Balinese. I still could not say much, but it _____ fun to try.	was learnt met
Next holiday, I plan to _____ to Bali with my university friends.	visit go

- Activity 19** Write a letter to your friend by using the result of the game in Activity 18 as the content paragraph. You can add the other parts of the letter based on your creativity.
- Activity 20** Write a letter to your friend or family. In the letter, you tell him/her your most interesting past experience. It can be a happy, sad, or funny story. Use the appropriate tenses in writing your story.
- Activity 21** Imagine what you will be in the future by choosing one of the occupations shown in the following pictures, or you may choose your own occupation. Tell your future dreams to your friend or family by writing a letter to him/her. Include any detailed information about your plan; the reason why you choose that job and what efforts you are going to do to make your dream comes true.



entrepreneur



b. secretary



c. accounting staff



d. teacher

TIER III

UNIT I

WHAT IS YOUR PLAN?

Do you have a plan after finishing your study? What is that? Have you ever written a letter to your friend telling your future plan? What expressions are used in that letter? What expressions do you use if you want to talk your past experience? In this unit, you are going to learn how to express future plans and past events, and how to write a personal letter.

Activity 1 Look at the picture below and answer the questions.



1. What is the man doing?
2. What do you think they are going to do?
3. Do you also have a kind of plan?
4. What will you do in the next holiday?
5. What is your plan after finishing your study?

A. LISTENING

Activity 2 Listen to the dialogue and while you are listening, complete the dialogue based on the information you hear.

Marrie : I'm really (1) _____ today. I just (2) _____ back from my trip last night.

Andy : You just (3) _____ a week camping in the mountain, right? How was it?

Marrie : It was fantastic! I can't (4) _____ the last time I had so much fun.

Aren't you planning to take a (5) _____?

Andy : No, not until the end of July. I have to wait until I (6) _____ from my business trip to Surabaya. I'm planning to (7) _____ a house at the beach for the first week of August.

Marrie : That sounds (8) _____.

Activity 3 Look at the pictures below. Those pictures describe some people's future plans. Listen to the statements and choose the correct statement for each picture.

3.		2.		3.	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

4.		2.	
	<input type="checkbox"/>		<input type="checkbox"/>

Activity 4 Listen to the dialogue and answer the questions orally.

Situation: Kanya is meeting Fariz at school and asks him why he has been absent from the class for a week.

- Kanya : Where have you been? I haven't seen you in the class for a week.
 Fariz : I've been sick.
 Kanya : Nothing serious, I hope.
 Fariz : Well, I got a bad influenza.
 Kanya : That's too bad. Are you feeling better now?
 Fariz : Yeah. Well enough to start thinking about school again. But I'm worried how I can catch up the missed lessons.
 Kanya : Don't worry. I'll lend my notes. If there's something you don't understand, I'll explain to you.
 Fariz : That would be perfect. I hate to bother you though.
 Kanya : No bother. I'm sure glad to help you.

catch up [kætʃ ʌp] : menyusul ketinggalan
 lend [lend] : meminjamkan
 bother ['bɒðə] : mengganggu

Questions:

6. How long was Fariz absent from the class?
7. Why was he absent?
8. What is Fariz problem after being absent from the class?
9. What will Kanya do to help Fariz?
10. What do you think about Kanya's attitude?

B. SPEAKING

Activity 5 Read the following dialogue and act them out with your classmates. After that, answer the questions. The number of line in which you can find the answer has been provided.

- Teacher : What are you going to do after you graduate from high school, Dipa?
- Dipa : Oh, I'm planning to go to college.
- Teacher : What do you plan to study?
- Dipa : I'm thinking of majoring in chemistry.
- Teacher : Hmm, that's a good field. What about you, Rini?
- Rini : I hope to go to Bali.
- Teacher : Oh, really? And what are you going to do there?
- Rini : I think I'll just travel around for a while.
- Teacher : Lucky you! Tina, what do you think you're going to do?
- Tina : Well, I am going to go to college, but maybe I have to postpone it and get a job instead. I just don't have the money right now.
- Teacher : Yeah, I know what you mean. Money is tight these days.
What about you, Joko?
- Joko : Well, if I get a scholarship, I'll study architecture in Gajah Mada University.
- Teacher : And if you don't?
- Joko : Well, then, I suppose I'll have to get a job first and still study architecture.
- Teacher : Well, guys, now I'm so sure, all of you have planned your own future.
Make it real and I wish you good luck.

graduate ['grædʒuət] : lulus
postpone [pəst'pəʊn] : menunda
tight [taɪt] : sulit
scholarship ['skɒləʃɪp] : beasiswa

Questions:

1. What is Dipa's plan after finishing his study at high school?
2. Is Rini going to have a job in Bali? Explain your answer.
3. Why does Tina have to delay her plan to continue her study at a college?
4. What kind of job will Joko probably do in the future?
5. Will Joko still continue his study if he does not get a scholarship? Explain your answer.

Activity 6 Read the dialogue in task 5 once again. Pay attention to the expressions of asking and telling someone's plan. Then, study the following expressions.

Asking someone's plan

- What are you going to do after finishing your study?
- What will you do tomorrow?
- What is your plan for the next holiday?
- What about tonight/tomorrow/next week?

Telling someone's plan

- I'm planning to go to college.
- I am going to go to college.
- I'll study architecture in Gajah Mada University.

Activity 7 Complete the following dialogues by using appropriate expressions of asking or telling someone's plan. Then, act them out with your classmate.

Dialogue 1

Vera : Where are you going?
Riza : I'm going home. Are you going home too?
Vera : Yes, but I'm going to come back later.
Riza : _____?
Vera : I'm going to go to the movie. I want to see Sherlock Holmes at XXI Cinema.
Riza : With whom are you going to go there?
Vera : _____.

Dialogue 2

Shanty : Tomorrow is holiday, right?
Lucy : Yeah. Why?
Shanty : _____?
Lucy : I'll probably visit my grandmother. How about you?
Shanty : _____.

Dialogue 3

Fatima : A year later we will graduate from high school.
Salman: You're right. _____?
Fatima : I'm planning to study accounting in UNY.
Salman: Good. That field is appropriate with the skill we learn in this vocational high school.
Fatima : Yeah. And what will you do a year later?
Salman: _____.

Activity 8 Work in pairs. Make a short dialogue telling your plans after finishing your study at high school. Then, act the dialogue out.

C. READING

Activity 9

Below are some words you are going to find in the letter. Find their meanings in the dictionary and then repeat after your teacher in pronouncing them. After that, read the letter and study the statements about that letter written inside the table. Write T if the statement is true and F if the statement is false.

WORDS
trip [trɪp]
rent [rent]
view [vju:]
destination [destɪ'neɪʃn]
scenery ['si:nəri]
dive [daɪv]
accompany [ə'kʌmpni]
arrival [ə'raɪvl]

MEANINGS

Pemuda 23
Bandung, West Java
November 13, 2010

Dear Malika,

I thought that I would write to you to let you know that my sister and I are planning a trip to Bali and Lombok on December. I told you when you left Bandung last holiday that we were going to visit Bali. Your story made me interested to go to your hometown soon.

Well, we are going to fly to Bali at the beginning of December and, first of all, we are going to visit Uluwatu. I know Uluwatu is a great place to visit and I think I'll like it. By the way, do you know where I can rent a car? I want to enjoy my trip without any transportation problems.

From Uluwatu, we are going to go to Bedugul. I think it's a place with great view of a mountain and a lake. It's also a nice place to take a rest and enjoy the view without doing anything. I wonder if it's going to be what I've imagined.

From Bedugul, we are going to go to Kuta. Based on the information I got from the television, Kuta is one of the best places to enjoy a sunset. Therefore, my sister and I want to enjoy a nice experience there. I think it will be great to see one of the most beautiful sunsets in the world.

Our next destination is Nusa Penida. Some of my friends told me that Nusa Penida has great underwater scenery. That's why I want to dive there. Nusa Penida will be our last destination in Bali and then we will continue our trip to Lombok. But, I haven't got any information about Lombok and how I can reach that place from Bali. Can you tell me? It will be great if you are willing to accompany us to go to Lombok. Will you?

Alright, Malika, this is not going to be a long letter and I am going to close now. I will write to you again and let you know the exact dates of our arrival in Bali.

Yours,

Rasya

STATEMENTS	T/F
1. Malika has ever visited Bandung.	
2. Rasya and her sister are going to use public transportation during in Bali.	
3. Bedugul only offers beautiful scenery of a lake.	
4. Rasya and her sister have ever enjoyed a sunset in Kuta.	
5. Rasya and her sister are interested in the underwater scenery of Nusa Penida.	
6. Nusa Penida is going to be the last destination of their whole trip.	
7. Rasya and her sister will go to Lombok by ferry.	
8. Rasya will tell Malika when she and her sister arrive in Bali.	

Activity 10 Study the information and the organization of the personal letter below.

- a. A personal letter is a type of letter which provides communication between a small numbers of people, usually two. The function is to give the personal information or activities which are being done by the writer. Personal letters are usually written in an informal language.
- b. Use short and loosely connected sentences. You may also use conversational idioms and colloquial expressions. Contracted forms like won't, can't, I'll etc. are also very common in personal letters.
- c. The organization of a personal letter:

Sender's Address Line 1 (1)
Sender's Address Line 2
Date (2)
Dear (Name of Recipient), (3)
Body Paragraph 1.....
..... (4)
Body Paragraph 1.....
..... (4)
Body Paragraph 1.....
..... (4)
Closing (Sincerely) (5)
Signature (6)
P.S. (7)

Notes:

- 1) This is the sender's address. Put your streets address on the first line and the city, state and zip on the second line.
- 2) Put the date on which the letter is written in the format Month Day Year, e.g. May 26, 2010 (British) or Day Month Year, e.g. 26 May 2010.
- 3) This part is salutation. It usually starts out with: Dear ... or Hi
Note: There is a comma after the end of the salutation.
- 4) This part is the body. It is where you write the content of the letter.
- 5) This is closing part. Let the reader know that you have finished your letter; usually ends with: Sincerely, Sincerely yours, Thank you, and so on.
- 6) Your signature will go in this section.
- 7) If you want to add anything to the letter, you write a P.S. (post script) and the message after that.

Activity 11 Read the letter on Activity 9 again. Pay attention to the expressions used by Malika in telling her future plans. Then, study the explanation below and do the exercise.

Future Tense

Patterns: S + will + V1

S+ to be going + to + V1

- **The use of “will”**

a) Statements of future facts

e.g.: The job **will** be finished by the weekend.

b) Decisions made at the time of speaking

e.g.: I’ve left the door open. I **’ll** go and shut it.

c) To express a prediction

e.g.: I **’ll** probably be late this evening.

d) To show willingness

e.g.: I **’ll** help you.

e) Promising to do something

e.g.: Thank you for lending me the money. I **’ll** pay you back on Friday.

- **The use of “be going to”**

a) Planned future actions or events

e.g.: They **are going to** open the new office on April 1st.

b) Future events in a neutral way

e.g.: Mr. Joe **is going to** be the new director.

c) Future events evident from something in the present

e.g.: I’m tired of taking the bus to work. I **’m going to** buy a car next month.

Exercise: Put the verb into the correct form using “will” or “going to”. Pay attention to the situation. The first two have been done for you as examples.

- A: I’ve just realized – I haven’t got any money.
B: Don’t worry – that’s no problem. I’ll lend (lend) you some.
- A: Why are you turning the television on?
B: I’m going to watch (watch) the news.
- A: I’ve got a terrible headache.
B: Have you? Wait here and I _____ (get) an aspirin for you.
- A: Why are you filling that bucket with water?
B: I _____ (wash) my car.
- A: I’ve decided to re-paint this room.
B: Really? What colour _____ (you/paint) it?
- A: Look. There’s smoke coming out of that house. It’s on fire!
B: Oh, my God! I _____ (call) the fireman immediately.
- A: What would you like to drink, tea or coffee?
B: I _____ (have) tea, please.
- A: Where are you going? Are you going shopping?
B: Yes, I _____ (buy) something for dinner.
- A: I can’t work out how to use this camera.
B: It’s quite easy. I _____ (show) you.
- A: Did you post that letter for me?
B: Oh, I’m sorry. I completely forgot. I _____ (do) it now.

Activity 12 Read the following letter carefully and study the statements about the letter written inside the table. Write T if the statement is true and F if the statement is false. Then, show the evidence by writing the sentences that support your answer.

Gejayan 23 Karangmalang

Sleman, Yogyakarta

October 24, 2010

Dear Bella,

It feels like a long time since the last time I saw you. My days in Yogyakarta have been great so far. I'm going to tell you my nice experience while enjoying a parade in Yogyakarta. I hope you can go along with me to enjoy the next parade.

Thousands of people went downtown in the afternoon to see the Annual City Parade. I was eager to enjoy the parade with my family. That was the second time I saw the event. The parade was led by our mayor and his family. It showed various cultures of Yogyakarta. After the parade, the public enjoyed an evening of free music concerts in the City Park. Nice weather and great music made it a pleasant day for all. The star of the concert was Ungu, my favourite band. Ungu played really well. I was really happy since I could take a photograph of my favourite band personnel. The concert lasted until midnight. Everyone in the town really enjoyed the parade and concert.

I'll be very happy if you tell me your interesting experience in your new hometown, Papua.

Much Love,

Luna

downtown ['daʊntaʊn] : pusat kota
parade [pə'reɪd] : pawai
eager ['i:gə] : ingin sekali
mayor ['meɪ] : walikota
pleasant ['plezənt] : menyenangkan
last [lɑːst] : bertahan

STATEMENTS	T/F	SUPPORTING SENTENCES
1. Seeing the City Parade was the writer's new experience. 2. The people can see many cultures from Yogyakarta. 3. The parade was the only program held on that day. 4. The whole program of the City Parade was ended at midnight. 5. The people were happy on the day of City Parade.		

Activity 13 Study the explanation below. Then do the exercise.

In Activity 12, you can see how Luna tells her past events in the letter.

*Thousands of people **went** downtown in the afternoon to see the Annual City Parade. I **was** eager to enjoy the parade with my family. That **was** the second time I **saw** the event. The parade **was** led by our mayor and his family. It **showed** various cultures of Yogyakarta. After the parade, the public **enjoyed** an evening of free music concerts in the City Park. Nice weather and great music **made** it a pleasant day for all. The star of the concert **was** my favourite band, Ungu. Ungu **played** really well. I **was** really happy since I **could** take a photograph of my favourite band personnel. The concert **lasted** until midnight. Everyone in the town really **enjoyed** the parade and the concert.*

Past Tense

The past tense shows the past events and past activities. The affirmative form of the simple past tense uses the verb II form.

Pattern: S + V₂

Examples:

- I went to the cinema last night.
- She did not go to school yesterday.
- Did you do your homework?

Note:

- a. We always use 'did' for all subjects.
- b. "to be" (is, am, are) should be changed into 'was' and 'were'
- c. Adverbs of future time: yesterday, the day before yesterday, ... ago, last...

Exercise 1: Put the verbs in the brackets into the correct form.

Example: I didn't go (*not/go*) to work yesterday because I wasn't (*not/be*) very well.

1. Last week, our teacher _____ (*not/come*) to class because he _____ (*be*) sick.
2. I _____ (*cut*) my finger yesterday.
3. His grandfather _____ (*not/meet*) me when he _____ (*be*) in Jakarta.
4. I _____ (*not/understand*) what he said.
5. Her brother _____ (*hear*) that news from my father yesterday afternoon.
6. Maria _____ (*not/have*) to go to work yesterday because it _____ (*be*) a holiday.
7. We _____ (*read*) a job article written by Nayaka.
8. They _____ (*watch*) the football match on TV this morning.

Exercise 2: Pretend your best friend has just got an accident. Ask him about it by using questions you have made based on the words provided below.

Examples:

where/go Where did you go?

1. how/happen _____
2. when/happen _____
3. what/feel _____
4. have/good treatment _____
5. feel/better _____

D. WRITING

Activity 14 In groups, arrange the jumbled parts of the letter below into a good letter.

The letter is a reply letter written by Raihan for Fahmi. Raihan wants to tell his work plan to Fahmi.

1. For the first time, I think, I'll probably be a staff assistant in an accounting department. I am sure it won't be a lifetime job, but I'll do my job with great optimism. So, I can learn many accounting features. Then, I'll move up to be an accounting staff.
2. October 5, 2010
3. I am going to start my career right after graduating from university. I am going to send application letters to several companies and then take the first job opportunity given to me.
4. I must be responsible, creative, firm, and alert with everyone in my work environment. If I can be an inspired and resourceful person, I am sure that one day I am going to be a successful accounting manager.
5. Yours,
Raihan
6. I am young and healthy, so I can work hard to be a specialized staff. I'll learn anything about accounting processes. I'll also learn how to deal with clients.
7. 7 Garuda St.
Semarang, Central Java
8. Keep me posted whenever you can. I really enjoy receiving your letters and getting the details of your job in Jakarta.
9. Many thanks for your letter which arrived yesterday morning. I am thinking of visiting you one day. Since you asked me about my work plan, I'll tell you.
10. Dear Fahmi,

Activity 15 Playing "Fortune-telling" Game

Procedure:

In groups, the students write a fortune or prediction for four members of the other groups. Then, in turn, each group is given its member's fortune. He/she must read it out and tell what he/she hopes for actually.

Activity 16 Imagine your cousin has just sent you a letter. He/she asked about your work plan after finishing your study. Reply his/her letter by completing the letter below. Answer the questions provided to help you in determining the content.

13 Ahmad Yani St.
Bandung, West Java
December 9, 2010

Dear _____,

Thank you for sending me a letter last month. Congratulations for your new position as a managing director in your office. Just like what you asked, I'll tell my work plan to you and hopefully, I can follow your success.

Keep telling the details of your job in Kalimantan. I really enjoy hearing your working experience. Convey my regard to uncle Sam and aunt Sally.

Yours,

Questions

- What do you plan after finishing your study?
- At first, what are you going to do?
- What will you learn by doing that job?
- When you have got enough experience, what will you do?
- Finally, what do you expect?

Activity 17 Below is the content of the letter written by Buddy. He tells his unforgettable experience. Complete the content of Buddy's letter by using the words provided in the box.

Yesterday was my birthday. I (1) _____ my mother would wake me up in the morning with a birthday cake on the hand just like usual. However, there was no tart that morning. When I went to the dining room, I (2) _____ my father was reading a newspaper and did not say anything to me. I thought nobody (3) _____ my birthday. I was so disappointed. Then, I (4) _____ to the park to play with my friends. Unfortunately, my friend grabbed my ball, so we fought over the ball. On my way home, I (5) _____ into back water. My clothes got dirty. I was so sad that day since I had some bad experience on my birthday. When I (6) _____ at home, I found a small box in my room. I was very happy when I (7) _____ the content. It was a ticket to Paris! I immediately rushed to the living room to find my parents and (8) _____ them tightly. Two days later, I am going to see Eiffel tower with my family. It will be my unforgettable birthday.

knew
went

arrived
guessed

fell
hugged

remembered
saw

Activity 18 Playing “Consequences” Game

Procedure:

Demonstrate the idea. Fold a piece of paper in half, then into quarters and eights; all the folds should be parallel. Then, guided by these folds, refold the paper into concertina. Each student should complete the sentences written on each fold. As each person writes, he/she should only look at his/her fold. When the last person has written on the last fold, ask him/her to read it all out.

Below is the concertina containing some incomplete sentences telling about somebody's experience while having a holiday in Bali last year. The students should complete those sentences by using the words provided.

I _____ a wonderful holiday in Bali last year. I _____ still a high school student at that moment.
Our days in Bali _____ really enjoyable. I swam three times a day. I also _____ some of my days lying on the beach with his eyes closed.
On the third day, we _____ to the north of the island. It was much quiet there. The next day, I went across to the east coast and _____ some of the old villages.
I also _____ Balinese. I still could not say much, but it _____ fun to try.
Next holiday, I plan to _____ to Bali with my university friends.

spent	was	learnt	go
saw	had	went	
	were	was	

Activity 19 Write a letter to your friend by using the result of the game in Activity 18 as the content paragraph. You can add the other parts of the letter based on your creativity.

Activity 20 Write a letter to your friend or family. In the letter, you tell him/her your most interesting past experience. It can be a happy, sad, or funny story. Use the appropriate tenses in writing your story.

Activity 21 Imagine what you will be in the future by choosing one of the occupations shown in the following pictures, or you may choose your own occupation. Tell your future dreams to your friend or family by writing a letter to him/her. Include any detailed information about your plan; the reason why you choose that job and what efforts you are going to do to make your dream comes true.



a. entrepreneur



b. secretary



c. accounting staff



d. teacher

UNIT 2

TIER I

WHAT IS THE NEXT STEP?

When you do not know how to do or use something, what do you do? Do you ask someone to tell you how to do it or do you look for any sources available around you? Can you follow the instructions and/or the directions well? In this unit, you are going to learn how to do that effectively.

Activity 1 Look at the picture and answer the questions.

1. What is the man doing?
2. Can you cook a kind of food?
3. Can you explain how to cook it?



A. LISTENING

Activity 2 Below are some words you are going to find in the dialogue. Study the meaning of those words and then repeat after your teacher in pronouncing them. Then, listen to the dialogue and while you are listening, complete the following recipe based on the information you hear.

WORDS	MEANINGS
lemonade [lemə'neɪd] (n)	limun
taste [teɪst] (v)	rasakan
slice [slaɪs] (v)	iris
squeeze [skwiːz] (v)	peras
seed [siːd] (n)	biji
stir [stɜː] (v)	aduk
ice cubes [aɪs kjuːb] (n)	es batu

How to Make Lemonade

Ingredients:

- a. ...
- b. ...
- c. ...

Steps:

1. Slice a lemon in half and (a) _____ into a cup.
2. Take out the seeds.
3. Pour two tablespoons of juice into glass.
4. (b) _____.
5. Add water and (c) _____.
6. (d) _____. You may want to add more sugar or more lemon to make it taste just right.
7. Put some ice cubes.

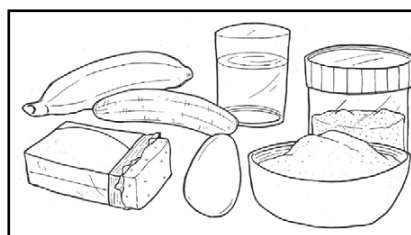


Activity 3 Study the words you are going to find in the monologue. Listen to the steps of preparing fried banana with cheese. Number the pictures according to the information you hear.

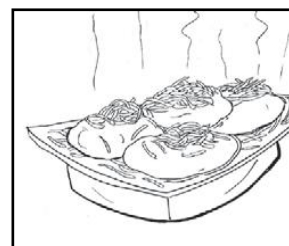
absorbent [əb'zɔ:bənt] (*adj*) : menyerap
 cheese [tʃi:z] (*n*) : keju
 drain [dreɪn] (*v*) : meniriskan
 flour ['flaʊə] (*n*) : tepung
 fry [fraɪ] (*v*) : menggoreng
 mash [mæʃ] (*v*) : melenyehkan
 mix [mɪks] (*v*) : mencampur



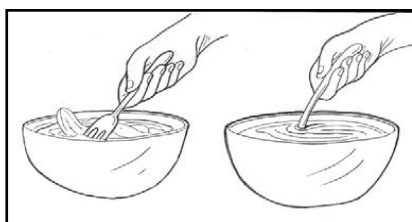
...



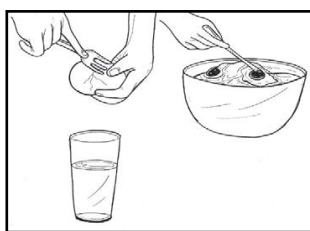
...



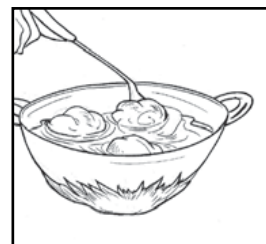
...



...



...



...

B. SPEAKING

Activity 4 Read the following dialogue and act it out with your classmate. After that, answer each question by choosing one of the statements written in the right column.

- Arga : Hello, Mr. Ridwan. It's nice to see you again. How's everything going?
 Mr. Ridwan : Same as usual. Nothing's special.
 Arga : I see. By the way, I heard from Mrs. Ridwan that you want to learn English. Is that right?
 Mr. Ridwan : Yeah. That's right. My English is not quite good. But I'm still confused how I can learn that foreign language.
 Arga : First of all, I want to know why you are so interested in learning English. Can you tell me?
 Mr. Ridwan : Well, in fact, I need English for my job. My boss is from America and I have to communicate with him in English. That's why I have to improve my English. Do you know how to learn English effectively?
 Arga : Well. **At first, you have to learn it consistently in a certain period of time.**
 Mr. Ridwan : Alright. Then, what?

- Arga : **You also have to practice using the language frequently in daily conversations.** By doing that, you can learn how to put grammar and English words into practice. So gradually, your spontaneity of speaking English will improve.
- Mr. Ridwan : Unfortunately, I need to enrich my vocabulary. How can I do that?
- Arga : **I suggest you to read a lot.** You will get many new words by reading various English texts.
- Mr. Ridwan : How about my pronunciation problem?
- Arga : **Why don't you watch English movie or listen to English songs?** Those can help you to learn how native speakers use their language.
- Mr. Ridwan : Very good. I must try them all. Thanks for your suggestions. I hope you can help me to learn English.
- Arga : Certainly.

Questions	Answers
1. What are Arga and Mr. Ridwan talking about?	1. watch English movie or listen to English songs
2. Why does Mr. Ridwan want to learn English?	2. to communicate with his boss in English
3. What should be done by Mr. Ridwan firstly in learning English?	3. read various English texts
4. According to Arga, how can Mr. Ridwan improve his spontaneity of speaking English?	4. practice using English frequently in daily conversation
5. What is suggested by Arga to Mr. Ridwan to improve his vocabulary mastery?	5. learn English consistently in a certain period
6. How can Mr. Ridwan solve his pronunciation problem?	6. effective ways of learning English

Activity 5 Read the dialogue in Activity 4 once again. Pay attention to the statements written in bold. Then, study the following expressions.

1. Expressions dealing with obligations

Expressions of obligations	Expressions used when you think it is not necessary thing
<ul style="list-style-type: none"> ✓ I must try it again. ✓ I have to keep it. ✓ You have to come on time. ✓ It is necessary for us to attend the meeting. 	<ul style="list-style-type: none"> ✓ You don't have to go now. ✓ He doesn't have to do it. ✓ You don't need to go to school because it's a holiday. ✓ It is not necessary for us to go now.

2. Expressions of giving advice and suggestions

Expressions of giving advice and suggestions	Responds
<ul style="list-style-type: none"> ✓ I suggest you to.... ✓ I advise you to.... ✓ Why don't you...? ✓ You should.... ✓ Perhaps you could.... ✓ If I were you, I would.... 	<ul style="list-style-type: none"> ✓ Thank you for your advice. ✓ Thank you for your suggestions. ✓ That's a good idea. ✓ That would be nice. ✓ That seems all right. ✓ I'm sorry, I can't. ✓ Well, I'm not sure. I don't really like that.

Activity 6 In pairs, rearrange the expressions below into the right order. Then, act it out with your partner.

Ilham	Dhimas
I don't know how to do that... Is it easy?	Bye.
Alright. So now, tell me about chatting.	Well, I'll show you how to have a chat in yahoo! Messenger. Do you have any account?
Yeah. How if one day I want to have a chat?	Just click the yahoo! Messenger icon and enter your email address and the password. Yahoo! will show those who are online. Click anyone you want to chat with.
Sounds easy.... Thank you.	Yup! So... why don't you come with me now? I'll show you how to do it.
What's next?	First of all, you have to come to yahoo! home page. Then, create an account by clicking the 'sign up' link.
No. I don't have an account. What should I do then?	Really? Why don't you try it?
Hi! You look in a hurry. Where are you going?	Next, give the information needed by yahoo! Now you have an account in yahoo!
No thanks. I think I have to go now. I have something to do. Thanks for the lesson today. Bye.	I'm going to <i>warnet</i> . I promised to Iqbal to meet him in the chatting room.
Chatting? I never do that.	You're welcome. Hey! Iqbal is online. If you want to join us, you can use another computer.

Activity 7 Make a short dialogue based on one of the following situations. Then, act it out with your classmates.

Note: Use some expressions dealing with obligations and also some expressions of giving advice and suggestions.

1. On your way home from school, you see your friend who looks so pale. He/she says that he/she gets influenza. Then, you give him/her some suggestions to cure his/her influenza.
2. On the weekend, your cousin comes to your house. You are making your favourite food. Your cousin is interested in your cooking and asks you how to make it. Then, you tell him/her the steps of cooking the food. Don't forget to suggest him/her to use the hygienic ingredients.
3. Your brother/sister is willing to make friends with many people all over the world. That is why you suggest him/her to find new friends through face book. Then, you also tell him/her the steps of how to make a face book account.

C. READING

Activity 8 Read the text carefully and study the statements about the text written inside the table. Write T if the statement is true and F if the statement is false. Then, show the evidence by matching each of the statements with the support sentences in the right column.

How to Make Chocolate



Have you ever wondered how people make chocolate? In this article, we'll enter the amazing world of chocolate, so you can understand exactly what you're eating.

Chocolate starts with tree called the cacao tree. This tree grows in equatorial regions, especially in places such as South Africa, Africa, and Indonesia. The cacao tree produces a fruit which is smaller than a pineapple. Inside the fruit are the tree's seeds, also known as cocoa beans.

Here are the steps of making chocolate. First, the beans are fermented for about a week and dried in the sun. Then, roast the beans to bring out the flavour. Different beans from different places have different qualities and flavour, so they are often sorted and blended to produce a distinctive mix. Next, winnow the roasted beans. Winnowing removes the meat nib of the cacao bean from its shell. After that, blend the nibs. The blended nibs are ground to make it liquid. It tastes bitter. All seeds contain some amount of fat, which is why the ground nibs from liquid. It's pure bitter chocolate.

equatorial [ekwə'tɔ:riəl] (adj): khatulistiwa
 roast [rəʊst] (v): memanggang
 sort [sɔ:t](v): memisah-misahkan
 distinctive [dis'tɪŋktɪv] (adj): berbeda
 winnow ['wɪn.əʊ] (v): memisahkan

STATEMENTS	T/F	EVIDENCE
1. The cacao tree grows in the area which is located near the equatorial line.		1. The chocolate maker starts by roasting the beans to bring out the flavour.
2. Inside the cacao fruit are cocoa beans.		2. The cacao tree grows in equatorial regions.
3. The cocoa beans should be fried to make them dry.		3. Inside the fruit are the tree's seeds, also known as cocoa beans.
4. The roasting process is aimed at producing the flavour.		4. The blended nibs are ground to make it liquid which tastes bitter.
5. The cocoa beans from different origins are never blended to produce a chocolate mix.		5. The beans are fermented for about a week and dried in the sun.
6. The liquid chocolate produced from grinding the nibs tastes sweet.		6. Different beans from different places are often sorted and blended to produce a distinctive mix.

Activity 9 Study the explanation below.

In Activity 8, there is a sentence showing degree of comparisons.

*The cacao tree produces a fruit which is **smaller than** a pineapple.*

- ✓ With the **positive** form of the adjective, we use **as...as** in the affirmative and **not as/not so...as** in the negative.
- ✓ With the **comparative** we use **than**.
- ✓ Comparison of three or more people/things is expressed by the **superlative** with **the....**

Examples:

No	Positive	Comparative	Superlative
1	Ani is as tall as her	Ani is taller than her	Ani is the tallest students in the
2	sister. My bag is not as expensive as yours.	sister. My bag is more expensive than yours	class. My bag is the most expensive among others'.

There are some rules we should pay attention to in comparison of adjectives.

- 1) One or two syllables adjective is used with **-er** in the comparative and **-est** in the superlative.

Positive	Comparative	Superlative
cold	colder	coldest
old	older	oldest
hard	harder	hardest
pretty	prettier	prettiest
happy	happier	happiest
high	higher	highest
hot	hotter	hottest

- 2) When adjectives have three or more syllables, the comparative is formed with **more** and superlative is formed with **most**.

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
expensive	more expensive	most expensive
delicious	more delicious	most delicious
interesting	more interesting	most interesting
comfortable	more comfortable	most comfortable

- 3) Irregular forms of adjectives are as follows.

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
old	older/elder	oldest/eldest
many/much	more	most
far	farther/further	farthest/furthest
little	less	least

Activity 10 Make comparisons based on the following data by using adjectives written in the brackets.

- a. Each student arrives at school at different time.
Kanti arrives at 6 a.m.
Sinta arrives at 6 a.m.
Triani arrives at 6.30 a.m.
(lazy/diligent)
- b. There are three books which have different prices.
A mathematics book is Rp 45,000.
An English book is Rp 50,000.
A history book is Rp 60,000.
(cheap/expensive)
- c. Three women have different ages.
Mrs. Tobing is 35 years old.
Mrs. Indra is 37 years old.
Mrs. Rony is 39 years old.
(young/old)
- d. Each student has different English grades.
Nita got 5.
July got 7.
Kartika got 9.
(bad/good)
- e. There are three girls who have different heights.
Dinda is 150 cm tall.
Lina is 160 cm tall.
Yanti is 170 cm tall.
(short/ tall)

Activity 11 Study the explanation below.

GIVING INSTRUCTIONS

You use the *imperative* form to give instructions. Here are some examples of imperative forms found in the text in Activity 8.

Roast the beans to bring out the flavour.

Winnnow the roasted beans.

Blend the nibs.

When you want to describe how something is completed through a sequence of steps, you use some transitional signals. Here are the other examples of transitional signals:

Firstly,	First of all,	After that,
Secondly,	Then,	Later,
Thirdly,	Next,	Finally, etc.

Activity 12 Playing “What’s the Difference?” Game

Procedure:

The students are asked to imagine some particular objects or people. Then, the students should find out the difference among them by comparing the adjectives.

Activity 13 Below are some words you are going to find in the dialogue in Activity 14. Study the meaning of those words and then repeat after your teacher in pronouncing them.

WORDS	MEANINGS
drop [drɒp] (v)	menjatuhkan
gap [ɡæp] (n)	celah
slot [slɒt] (n)	celah
crevice ['krevɪs] (n)	celah
vacuum ['vækjuəm] (n)	alat penghisap debu
substance ['sʌbstəns] (n)	bahan
affinity [ə'fɪnɪti] (n)	afinitas, daya tarik menarik
moisture ['mɔɪstʃə] (n)	kelembaban
absorbent [əb'zɔ:bənt] (adj)	penyerap
evacuate [ɪ'vækjuəɪt] (v)	menghilangkan
authorized ['ɔ:θəraɪzd] (adj)	resmi

Activity 14 Read the following dialogue. Then, write a paragraph about how to save a wet cell phone based on the information provided in the dialogue. Use the transactional signals and imperative forms in your paragraph.

- Jason : Hi Lilly, are you going to buy a new cell phone?
- Lilly : Yeah, it's for my sister. She dropped her cell phone into bathing tub yesterday.
- Jason : Oh, what a pity. Actually, we can save a wet a cell phone if we are fast.
- Lilly : Really? How can we do that?
- Jason : Take the cell phone out of the water as soon as possible. One important thing to do is removing the battery. Don't forget to remove the SIM card too.
- Lilly : Do we have to heat the SIM card?
- Jason : No. You just put it dry and leave it aside until you need to connect your phone to your cellular network. Remove any covers and external connectors to open up as many gaps, slots, and crevices as possible. If it is possible, you can use a vacuum. This is the fastest method to dry out your phone.
- Lilly : That sounds easy.
- Jason : But remember not to hold the vacuum too close to the phone, because a vacuum can create static electricity.
- Lilly : Is there another way?
- Jason : You can use a substance with a high affinity for water to help draw out moisture. For example, you can leave your phone in a bowl of uncooked rice over night.
- Lilly : Rice?
- Jason : Yes, the rice will absorb any remaining moisture. After that, put the phone on an absorbent towel, napkin, or other paper to evacuate all the moisture and humidity. After waiting for a day, test your cell phone.
- Lilly : How if it still doesn't work?
- Jason : Try to plug it into its charger without the battery. If this works, it means you need a new battery. If this does not work, you should try to take your cell phone to an authorized dealer.
- Lilly : Thank you for your suggestions. I can be more aware of my cell phone.



(Source: www.wikihow.com)

D. WRITING

Activity 15 Complete the following paragraph by using one of the statements provided in the box.



Operating a Photocopier

Here are some steps to operate a photocopier. Firstly, _____. The power light should come on. Check the paper tray to ensure that there is enough paper in it. If more paper is needed, put additional papers in the paper tray. Secondly, lift the lid of the photocopier _____ and _____. Use the measurement guide to position the document appropriately. After that, place the lid of the photocopier slowly down to hold the document in place. Choose the number of copies that you want. Then, _____. Some copies may come out darker than normal. Use the buttons on the top of the photocopier, to adjust _____ the _____ darkness _____ to _____ your _____ desired _____ shade. Next, _____. You can have copies on both sides of the paper or only on one side. Other features may be available on different types of photocopiers. Finally, _____, which is located on the top of most photocopiers. The document will be copied, and the duplicate copies will be deposited into a tray.

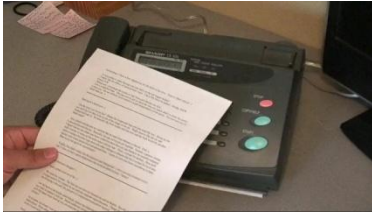
(Source: http://www.ehow.com/how_4914855_operate-a-photocopier.html)

choose what colour you want the copies to be
press the "Start" or "Copy" button
place the document that you want to copy face down
plug in the photocopier into an electrical wall jack
decide how you want the document to be copied

Activity 16 Put the steps of operating a fax machine into the right order. The pictures provided will help you.

- Dial the fax number for the person you are sending the documents to. There will be a number pad just like a phone on the fax machine. Carefully type in the number so you do not make any mistakes, as it is difficult to know when you have dialled a wrong fax number.
- Create a cover letter to use saying who the document is for and from as well as the intended fax number and your phone number. This alerts the office or home the fax is sent to who it is intended for. Place cover letter on top of your documents.
- Wait until all the pages have pass through and you receive confirmation and collect them when finished. Whatever you are sending will pass through a series of rollers that feed it through the machine and copy it digitally. You can then call the recipient to make sure he not only has received the documents but that they are legible.
- Insert them into the fax machine with the cover sheet facing you.
- Press the send button and the machine will send the documents to the person you have dialled.

(Source: http://www.ehow.com/how_2387427_use-fax-machine.html)



1) _____



2) _____



3) _____



4) _____



5) _____

Activity 17 Playing “Pass the Message” Game

Procedure:

The teacher prepares a short message. The teacher should show the message to one student. Let this student see the message for five seconds, then take it from him/her and keep it yourself. That first student must then write the message he/she remembers on a piece of paper and show it to his/her classmate for five seconds. The students do the same until the message has gone round the class. The last person who gets the message should do the instructions written on the message. Then, read out the message as it began. The teacher can discuss the changes that may occur in the message.

Activity 18 Take a look at the following pictures. Use the verbs inside the brackets to write appropriate instruction based on each picture.

1



(press)

4



(slice)

2



(plug)

5



(mix)

3



(click)

6



(blend)

Activity 19 Find a manual instruction of operating a kind of household or office equipment. Then, rewrite it by using your own words and share it with your friends.

Activity 20 Write a process of making a particular food or a series of steps of operating a kind of household or office equipment.

TIER II

WHAT IS THE NEXT STEP?

When you do not know how to do or use something, what do you do? Do you ask someone to tell you how to do it or do you look for any sources available around you? Can you follow the instructions and/or the directions well? In this unit, you are going to learn how to do that effectively.

Activity 1 Look at the picture and answer the questions.

1. What is the man doing?
2. Can you cook a kind of food?
3. Can you explain how to cook it?



A. LISTENING

Activity 2 Below are some words you are going to find in the dialogue. Match each word with its meaning and then repeat after your teacher in pronouncing them. Then, listen to the dialogue and while you are listening, complete the following recipe based on the information you hear.

WORDS	MEANINGS
lemonade [lemə'neɪd] (n)	iris
taste [teɪst] (v)	limun
slice [slaɪs] (v)	rasakan
squeeze [skwi:z] (v)	aduk
seed [si:d] (n)	es batu
stir [stɜː] (v)	biji
ice cubes [aɪs kju:b] (n)	peras

How to Make Lemonade

Ingredients:

- a. ...
- b. ...
- c. ...

Steps:

1. Slice a lemon in half and (a) _____ into a cup.
2. Take out the seeds.
3. Pour two tablespoons of juice into glass.
4. (b) _____.
5. Add water and (c) _____.
6. (d) _____. You may want to add more sugar or more lemon to make it taste just right.
7. Put some ice cubes.

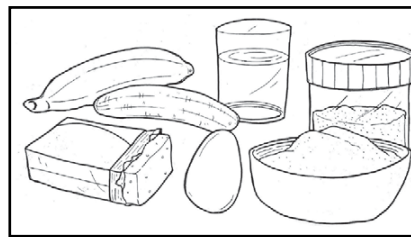


Activity 3 Study the words you are going to find in the monologue. Listen to the steps of preparing fried banana with cheese. Number the pictures according to the information you hear.

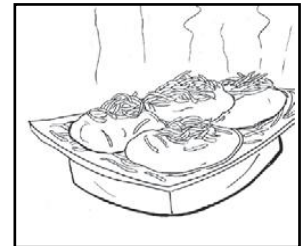
absorbent [əb'zɔ:bənt] (*adj*) : menyerap
 cheese [tʃi:z] (*n*) : keju
 drain [dreɪn] (*v*) : meniriskan
 flour ['flaʊə] (*n*) : tepung
 fry [fraɪ] (*v*) : menggoreng
 mash [mæʃ] (*v*) : melenyehkan
 mix [mɪks] (*v*) : mencampur



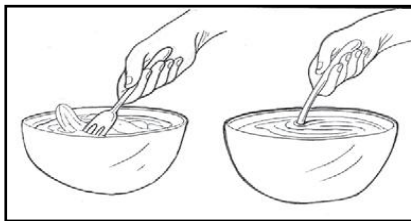
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B. SPEAKING

Activity 4 Read the following dialogue and act it out with your classmate. After that, answer the questions by choosing a, b, or c.

- Arga : Hello, Mr. Ridwan. It's nice to see you again. How's everything going?
 Mr. Ridwan : Same as usual. Nothing's special.
 Arga : I see. By the way, I heard from Mrs. Ridwan that you want to learn English. Is that right?
 Mr. Ridwan : Yeah. That's right. My English is not quite good. But I'm still confused how I can learn that foreign language.
 Arga : First of all, I want to know why you are so interested in learning English. Can you tell me?
 Mr. Ridwan : Well, in fact, I need English for my job. My boss is from America and I have to communicate with him in English. That's why I have to improve my English. Do you know how to learn English effectively?
 Arga : Well. **At first, you have to learn it consistently in a certain period of time.**

- Mr. Ridwan : Alright. Then, what?
- Arga : **You also have to practice using the language frequently in daily conversations.** By doing that, you can learn how to put grammar and English words into practice. So gradually, your spontaneity of speaking English will improve.
- Mr. Ridwan : Unfortunately, I need to enrich my vocabulary. How can I do that?
- Arga : **I suggest you to read a lot.** You will get many new words by reading various English texts.
- Mr. Ridwan : How about my pronunciation problem?
- Arga : **Why don't you watch English movie or listen to English songs?** Those can help you to learn how native speakers use their language.
- Mr. Ridwan : Very good. I must try them all. Thanks for your suggestions. I hope you can help me to learn English.
- Arga : Certainly.

Questions:

1. What are Arga and Mr. Ridwan talking about?
 - a. Mr. Ridwan's job
 - b. learning foreign language
 - c. effective ways of learning English
2. Why does Mr. Ridwan want to learn English?
 - a. Because his boss is from America.
 - b. Because he wants to communicate with his boss in English.
 - c. Because he cannot speak English at all.
3. What should be done by Mr. Ridwan firstly in learning English?
 - a. Learn English continuously in a period of time.
 - b. Practice using English frequently in daily conversation.
 - c. Read various English texts.
4. According to Arga, how can Mr. Ridwan improve his spontaneity of speaking English?
 - a. Using English frequently in daily conversation.
 - b. Learn English consistently.
 - c. Watch English movies.
5. What is suggested by Arga to Mr. Ridwan to improve his vocabulary mastery?
 - a. Open the dictionary.
 - b. Read many kinds of English texts.
 - c. Listen to the English songs.
6. How can Mr. Ridwan solve his pronunciation problem?
 - a. Listen to music and watch English movie.
 - b. Listen to English songs and watch films.
 - c. Listen to English songs and watch English films.

Activity 5 Read the dialogue in Activity 4 once again. Pay attention to the statements written in bold. Then, study the following expressions.

1. Expressions dealing with obligations

Expressions of obligations	Expressions used when you think it is not necessary thing
<ul style="list-style-type: none"> ✓ I must try it again. ✓ I have to keep it. ✓ You have to come on time. ✓ It is necessary for us to attend the meeting. 	<ul style="list-style-type: none"> ✓ You don't have to go now. ✓ He doesn't have to do it. ✓ You don't need to go to school because it's a holiday. ✓ It is not necessary for us to go now.

2. Expressions of giving advice and suggestions

Expressions of giving advice and suggestions	Responds
<ul style="list-style-type: none"> ✓ I suggest you to.... ✓ I advise you to.... ✓ Why don't you...? ✓ You should.... ✓ Perhaps you could.... ✓ If I were you, I would.... 	<ul style="list-style-type: none"> ✓ Thank you for your advice. ✓ Thank you for your suggestions. ✓ That's a good idea. ✓ That would be nice. ✓ That seems all right. ✓ I'm sorry, I can't. ✓ Well, I'm not sure. I don't really like that.

Activity 6 In pairs, rearrange the expressions below into the right order. Then, act it out with your partner.

Ilham	Dhimas
I don't know how to do that... Is it easy?	Bye...
Alright. So now, tell me about chatting.	Well, I'll show you how to have a chat in yahoo! Messenger. Do you have any account?
Yeah. How if one day I want to have a chat?	Just click the yahoo! Messenger icon and enter your email address and the password. Yahoo! will show those who are online. Click anyone you want to chat with.
Sounds easy.... Thank you.	Yup! So... why don't you come with me now? I'll show you how to do it.
What's next?	First of all, you have to come to yahoo! home page. Then, create an account by clicking the 'sign up' link.
No. I don't have an account. What should I do then?	Really? Why don't you try it?
Hi! You look in a hurry. Where are you going?	Next, give the information needed by yahoo! Now you have an account in yahoo!
No thanks. I think I have to go now. I have another activity. Thanks for the lesson today. Bye...	I'm going to warnet. I promised to Iqbal to meet him in the chatting room.
Chatting? I never do that.	You're welcome. Hey! Iqbal is online. If you want to join us, you can use another computer.

Activity 7 Make a short dialogue based on one of the following situations. Then, act it out with your classmates.

Note: Use some expressions dealing with obligations and also some expressions of giving advice and suggestions.

1. On your way home from school, you see your friend who looks so pale. He/she says that he/she gets influenza. Then, you give him/her some suggestions to cure his/her influenza.
2. On the weekend, your cousin comes to your house. You are making your favourite food. Your cousin is interested in your cooking and asks you how to make it. Then, you tell him/her the steps of cooking the food. Don't forget to suggest him/her to use the hygienic ingredients.
3. Your brother/sister is willing to make friends with many people all over the world. That is why you suggest him/her to find new friends through face book. Then, you also tell him/her the steps of how to make a face book account.

C. READING

Activity 8 Read the text carefully and study the statements about the text written inside the table. Write T if the statement is true and F if the statement is false. Then, show the evidence by matching each of the statements with the support sentences in the right column.

How to Make Chocolate



Have you ever wondered how people make chocolate? In this article, we'll enter the amazing world of chocolate, so you can understand exactly what you're eating.

Chocolate starts with tree called the cacao tree. This tree grows in equatorial regions, especially in places such as South Africa, Africa, and Indonesia. The cacao tree produces a fruit which is smaller than a pineapple. Inside the fruit are the tree's seeds, also known as cocoa beans.

Here are the steps of making chocolate. First, the beans are fermented for about a week and dried in the sun. Then, roast the beans to bring out the flavour. Different beans from different places have different qualities and flavour, so they are often sorted and blended to produce a distinctive mix. Next, winnow the roasted beans. Winnowing removes the meat nib of the cacao bean from its shell. After that, blend the nibs. The blended nibs are ground to make it liquid. It tastes bitter. All seeds contain some amount of fat, which is why the ground nibs from liquid. It's pure bitter chocolate.

equatorial [ekwə'tɔ:riəl] (adj): khatulistiwa
roast [rəʊst] (v): memanggang
sort [sɔ:t](v): memisah-misahkan
distinctive [dis'tɪŋktɪv] (adj): berbeda
winnow ['wɪn.əʊ] (v): memisahkan

STATEMENTS	T/F	EVIDENCE
1. The cacao tree grows in the area which is located near the equatorial line. 2. Inside the cacao fruit are cocoa beans. 3. The cocoa beans should be fried to make them dry. 4. The roasting process is aimed at producing the flavour. 5. The cocoa beans from different origins are never blended to produce a chocolate mix. 6. The liquid chocolate produced from grinding the nibs tastes sweet.		1. The chocolate maker starts by roasting the beans to bring out the flavour. 2. The cacao tree grows in equatorial regions. 3. Inside the fruit are the tree's seeds, also known as cocoa beans. 4. It's pure bitter chocolate. 5. The blended nibs are ground to make it liquid which tastes bitter. 6. The beans are fermented for about a week and dried in the sun. 7. The cacao tree produces a fruit which is smaller than a pineapple. 8. Different beans from different places are often sorted and blended to produce a distinctive mix.

Activity 9 Study the explanation below.

In Activity 8, there is a sentence expressing degree of comparisons.

*The cacao tree produces a fruit which is **smaller than** a pineapple.*

- ✓ With the **positive** form of the adjective, we use **as...as** in the affirmative and **not as/not so...as** in the negative.
- ✓ With the **comparative** we use **than**.
- ✓ Comparison of three or more people/things is expressed by the **superlative** with **the....**

Examples:

No	Positive	Comparative	Superlative
1	Ani is as tall as her sister.	Ani is taller than her sister.	Ani is the tallest students in the class.
2	My bag is not as expensive as yours.	My bag is more expensive than yours	My bag is the most expensive among others'.

There are some rules we should pay attention to in comparison of adjectives.

- 1) One or two syllables adjective is used with **-er** in the comparative and **-est** in the superlative.

Positive	Comparative	Superlative
cold	colder	coldest
old	older	oldest
hard	harder	hardest
pretty	prettier	prettiest
happy	happier	happiest
high	higher	highest
hot	hotter	hottest

- 2) When adjectives have three or more syllables, the comparative is formed with **more** and superlative is formed with **most**.

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
expensive	more expensive	most expensive
delicious	more delicious	most delicious
interesting	more interesting	most interesting
comfortable	more comfortable	most comfortable

- 3) Irregular forms of adjectives are as follows.

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
old	older/elder	oldest/eldest
many/much	more	most
far	farther/further	farthest/furthest
little	less	least

Activity 10 Make comparison based on the following data by using the adjectives provided in the box.

- Each student arrives at school at different time.
Kanti arrives at 6 a.m.
Sinta arrives at 6 a.m.
Triani arrives at 6.30 a.m.
- There are three books which have different prices.
A mathematics book is Rp 45,000.
An English book is Rp 50,000.
A history book is Rp 60,000.
- Three women have different ages.
Mrs. Tobing is 35 years old.
Mrs. Indra is 37 years old.
Mrs. Rony is 39 years old.
- Each student has different English grades.
Nita got 5.
July got 7.
Kartika got 9.
- There are three girls who have different heights.
Dinda is 150 cm tall.
Lina is 160 cm tall.
Yanti is 170 cm tall.

bad/good	lazy/diligent	cheap/expensive
short/ tall	high/low	young/old

Activity 11 Study the explanation below.

GIVING INSTRUCTIONS

You use the *imperative* form to give instructions. Here are some examples of imperative forms found in the text in Activity 8.

Roast the beans to bring out the flavour.

Winnnow the roasted beans.

Blend the nibs.

When you want to describe how something is completed through a sequence of steps, you use some transitional signals. Here are the other examples of transitional signals:

Firstly,	First of all,	After that,
Secondly,	Then,	Later,
Thirdly,	Next,	Finally, etc.

Activity 12 Playing “What’s the Difference?” Game

Procedure:

The students are asked to imagine some particular objects or people. Then, the students should find out the difference among them by comparing the adjectives.

Activity 13 Below are some words you are going to find in the dialogue in Activity 14. Match each word with its meaning and then repeat after your teacher in pronouncing them.

WORDS
drop [drɒp] (v)
gap [gæp] (n)
slot [slɒt] (n)
crevice ['krevɪs] (n)
vacuum ['vækjuəm] (n)
substance ['sʌbstəns] (n)
affinity [ə'fɪnɪti] (n)
moisture ['mɔɪstʃə] (n)
absorbent [əb'zɔ:bənt] (adj)
evacuate [ɪ'vækjuət] (v)
authorized ['ɔ:θəraɪzd] (adj)

MEANINGS
resmi
penyerap
celah
tabung hampa udara
celah
bahan
afinitas, daya tarik menarik
menjatuhkan
kelembaban
menghilangkan
celah

Activity 14 Read the following dialogue. Then, write a paragraph about how to save a wet cell phone based on the information provided in the dialogue. Use the transactional signals and imperative forms in your paragraph.

Jason : Hi Lilly, are you going to buy a new cell phone?

Lilly : Yeah, it's for my sister. She dropped her cell phone into bathing tub yesterday.

Jason : Oh, what a pity. Actually, we can save a wet a cell phone if we are fast.

Lilly : Really? How can we do that?

Jason : Take the cell phone out of the water as soon as possible. One important thing to do is removing the battery. Don't forget to remove the SIM card.

Lilly : Do we have to heat the SIM card?

Jason : No. You just put it dry and leave it aside until you need to connect your phone to your cellular network. Remove any covers and external connectors to open up as many gaps, slots, and crevices as possible. If it is possible, you can use a vacuum. This is the fastest method to dry out your phone.

Lilly : That sounds easy.

Jason : But remember not to hold the vacuum too close to the phone, because a vacuum can create static electricity.



Lilly : Is there another way?

Jason : You can use a substance with a high affinity for water to help draw out moisture. For example, you can leave your phone in a bowl of uncooked rice over night.

Lilly : Rice?

Jason : Yes, the rice will absorb any remaining moisture. After that, put the phone on an absorbent towel, napkin, or other paper to evacuate all the moisture and humidity. After waiting for a day, test your cell phone.

Lilly : How if it still doesn't work?

Jason : Try to plug it into its charger without the battery. If this works, it means you need a new battery. If this does not work, you should try to take your cell phone to an authorized dealer.

Lilly : Thank you for your suggestions. I can be more aware of my cell phone.

(Source: www.wikihow.com)

D. WRITING

Activity 15 Complete the following paragraph by using one of the statements provided in the box.

Operating a Photocopier

Here are some steps to operate a photocopier. Firstly,_____. The power light should come on. Check the paper tray to ensure that there is enough paper in it. If more paper is needed, put additional papers in the paper tray. Secondly, lift the lid of the photocopier and _____. Use the measurement guide to position the document appropriately. After that, place the lid of the photocopier slowly down to hold the document in place. Choose the number of copies that you want. Then,_____. Some copies may come out darker than normal. Use the buttons on the top of the photocopier, to adjust the darkness to your desired shade. Next,_____. You can have copies on both sides of the paper or only on one side. Other features may be available on different types of photocopiers. Finally,_____, which is located on the top of most photocopiers. The document will be copied, and the duplicate copies will be deposited into a tray.



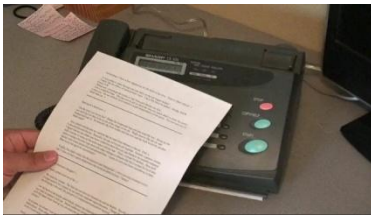
(Source: http://www.ehow.com/how_4914855_operate-a-photocopier.html)

press the electric switch
choose what colour you want the copies to be
press the "Start" or "Copy" button
place the document that you want to copy face down
plug in the photocopier into an electrical wall jack
decide how you want the document to be copied

Activity 16 Put the steps of operating a fax machine into the right order. The pictures provided will help you.

- Dial the fax number for the person you are sending the documents to. There will be a number pad just like a phone on the fax machine. Carefully type in the number so you do not make any mistakes, as it is difficult to know when you have dialled a wrong fax number.
- Create a cover letter to use saying who the document is for and from as well as the intended fax number and your phone number. This alerts the office or home the fax is sent to who it is intended for. Place cover letter on top of your documents.
- Wait until all the pages have pass through and you receive confirmation and collect them when finished. Whatever you are sending will pass through a series of rollers that feed it through the machine and copy it digitally. You can then call the recipient to make sure he not only has received the documents but that they are legible.
- Insert them into the fax machine with the cover sheet facing you.
- Press the send button and the machine will send the documents to the person you have dialled.

(Source: http://www.ehow.com/how_2387427_use-fax-machine.html)



1) _____



2) _____

3) _____



4) _____



5) _____

Activity 17 Playing “Pass the Message” Game

Procedure:

The teacher prepares a short message. The teacher should show the message to one student. Let this student see the message for five seconds, then take it from him/her and keep it yourself. That first student must then write the message he/she remembers on a piece of paper and show it to his/her classmate for five seconds. The students do the same until the message has gone round the class. The last person who gets the message should do the instructions written on the message. Then, read out the message as it began. The teacher can discuss the changes that may occur in the message.

Activity 18 Take a look at the following pictures. Use the verbs inside the box to write appropriate instruction based on each picture.

1



4



2



5



3



6



mix

plug

blend

plug

press

slice

Activity 19 Find a manual instruction of operating a kind of household or office equipment. Then, rewrite it by using your own words and share it with your friends.

Activity 20 Write a process of making a particular food or a series of steps of operating a kind of household or office equipment.

TIER III

UNIT II

WHAT IS THE NEXT STEP?

When you do not know how to do or use something, what do you do? Do you ask someone to tell you how to do it or do you look for any sources available around you? Can you follow the instructions and/or the directions well? In this unit, you are going to learn how to do that effectively.

Activity 1 Look at the picture and answer the questions.

1. What is the man doing?
2. Can you cook a kind of food?
3. Can you explain how to cook it?



A. LISTENING

Activity 2 Below are some words you are going to find in the dialogue. Find their meanings in the dictionary and then repeat after your teacher in pronouncing them. Then, listen to the dialogue and while you are listening, complete the following recipe based on the information you hear.

WORDS	MEANINGS
lemonade [lemə'neɪd] (n)	
taste [teɪst] (v)	
slice [slaɪs] (v)	
squeeze [skwi:z] (v)	
seed [si:d] (n)	
stir [stɜ:] (v)	
ice cubes [aɪs kju:b] (n)	

How to Make Lemonade

Ingredients:

- a. ...
- b. ...
- c. ...

Steps:

1. Slice a lemon in half and (a) _____ into a cup.
2. Take out the seeds.
3. Pour two tablespoons of juice into glass.
4. (b) _____.
5. Add water and (c) _____.
6. (d) _____. You may want to add more sugar or more lemon to make it taste just right.
7. Put some ice cubes.

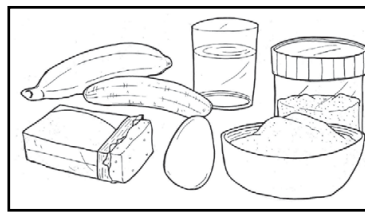


Activity 3 Study the words you are going to find in the monologue. Listen to the steps of preparing fried banana with cheese. Number the pictures according to the information you hear.

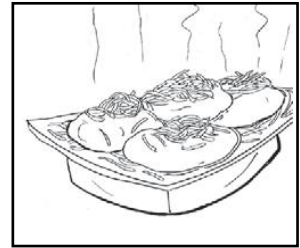
absorbent [əb'zɔ:bənt] (*adj*) : menyerap
 cheese [tʃi:z] (*n*) : keju
 drain [dreɪn] (*v*) : meniriskan
 flour ['flaʊə] (*n*) : tepung
 fry [fraɪ] (*v*) : menggoreng
 mash [mæʃ] (*v*) : melenyehkan
 mix [mɪks] (*v*) : mencampur



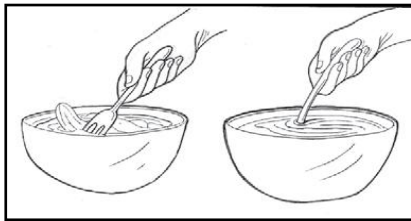
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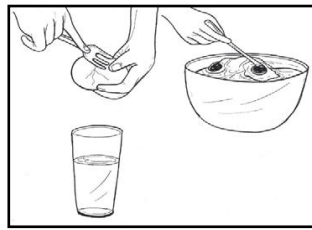
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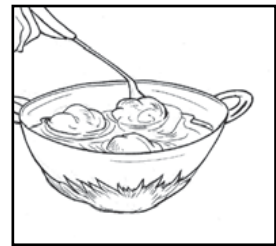
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B. SPEAKING

Activity 4 Read the following dialogue and act it out with your classmate. After that, answer the questions.

- Arga : Hello, Mr. Ridwan. It's nice to see you again. How's everything going?
 Mr. Ridwan : Same as usual. Nothing's special.
 Arga : I see. By the way, I heard from Mrs. Ridwan that you want to learn English. Is that right?
 Mr. Ridwan : Yeah. That's right. My English is not quite good. But I'm still confused how I can learn that foreign language.
 Arga : First of all, I want to know why you are so interested in learning English. Can you tell me?
 Mr. Ridwan : Well, in fact, I need English for my job. My boss is from America and I have to communicate with him in English. That's why I have to improve my English. Do you know how to learn English effectively?
 Arga : Well. **At first, you have to learn it consistently in a certain period of time.**

Mr. Ridwan : Alright. Then, what?
 Arga : **You also have to practice using the language frequently in daily conversations.** By doing that, you can learn how to put grammar and English words into practice. So gradually, your spontaneity of speaking English will improve.

Mr. Ridwan : Unfortunately, I need to enrich my vocabulary. How can I do that?
 Arga : **I suggest you to read a lot.** You will get many new words by reading various English texts.

Mr. Ridwan : How about my pronunciation problem?
 Arga : **Why don't you watch English movie or listen to English songs?** Those can help you to learn how native speakers use their language.

Mr. Ridwan : Very good. I must try them all. Thanks for your suggestions. I hope you can help me to learn English.

Arga : Certainly.

Questions:

1. What are Arga and Mr. Ridwan talking about?
2. Why does Mr. Ridwan want to learn English?
3. What should be done by Mr. Ridwan firstly in learning English?
4. According to Arga, how can we improve our spontaneity of speaking English?
5. What is suggested by Arga to Mr. Ridwan to improve his vocabulary mastery?
6. How can Mr. Ridwan solve his pronunciation problem?

Activity 5 **Read the dialogue in Activity 4 once again. Pay attention to the statements written in bold. Then, study the following expressions.**

3. Expressions dealing with obligations

Expressions of obligations	Expressions used when you think it is not necessary thing
<ul style="list-style-type: none"> ✓ I must try it again. ✓ I have to keep it. ✓ You have to come on time. ✓ It is necessary for us to attend the meeting. 	<ul style="list-style-type: none"> ✓ You don't have to go now. ✓ He doesn't have to do it. ✓ You don't need to go to school because it's a holiday. ✓ It is not necessary for us to go now.

4. Expressions of giving advice and suggestions

Expressions of giving advice and suggestions	Responds
<ul style="list-style-type: none"> ✓ I suggest you to.... ✓ I advise you to.... ✓ Why don't you...? ✓ You should.... ✓ Perhaps you could.... ✓ If I were you, I would.... 	<ul style="list-style-type: none"> ✓ Thank you for your advice. ✓ Thank you for your suggestions. ✓ That's a good idea. ✓ That would be nice. ✓ That seems all right. ✓ I'm sorry, I can't. ✓ Well, I'm not sure. I don't really like that.

Activity 6 In pairs, rearrange the expressions below into the right order. Then, act it out with your partner.

Ilham	Dhimas
I don't know how to do that... Is it easy?	Bye...
Alright. So now, tell me about chatting.	Well, I'll show you how to have a chat in yahoo! Messenger. Do you have any account?
Yeah. How if one day I want to have a chat?	Just click the yahoo! Messenger icon and enter your email address and the password. Yahoo! will show those who are online. Click anyone you want to chat with.
Sounds easy.... Thank you.	Yup! So... why don't you come with me now? I'll show you how to do it.
What's next?	First of all, you have to come to yahoo! home page. Then, create an account by clicking the 'sign up' link.
No. I don't have an account. What should I do then?	Really? Why don't you try it?
Hi! You look in a hurry. Where are you going?	Next, give the information needed by yahoo! Now you have an account in yahoo!
No thanks. I think I have to go now. I have another activity. Thanks for the lesson today. Bye...	I'm going to <i>warnet</i> . I promised to Iqbal to meet him in the chatting room.
Chatting? I never do that.	You're welcome. Hey! Iqbal is online. If you want to join us, you can use another computer.

Activity 7 Make a short dialogue based on one of the following situations. Then, act it out with your classmates.

Note: Use some expressions dealing with obligations and also some expressions of giving advice and suggestions.

1. On your way home from school, you see your friend who looks so pale. He/she says that he/she gets influenza. Then, you give him/her some suggestions to cure his/her influenza.
2. On the weekend, your cousin comes to your house. You are making your favourite food. Your cousin is interested in your cooking and asks you how to make it. Then, you tell him/her the steps of cooking the food. Don't forget to suggest him/her to use the hygienic ingredients.
3. Your brother/sister is willing to make friends with many people all over the world. That is why you suggest him/her to find new friends through face book. Then, you also tell him/her the steps of how to make a face book account.

C. READING

Activity 8 Read the text carefully and study the statements about the letter written inside the table. Write T if the statement is true and F if the statement is false. Then, show the evidence by writing sentences that support your answers.

How to Make Chocolate



Have you ever wondered how people make chocolate? In this article, we'll enter the amazing world of chocolate, so you can understand exactly what you're eating.

Chocolate starts with tree called the cacao tree. This tree grows in equatorial regions, especially in places such as South Africa, Africa, and Indonesia. The cacao tree produces a fruit which is smaller than a pineapple. Inside the fruit are the tree's seeds, also known as cocoa beans.

The beans are fermented for about a week, dried in the sun and then shipped to a chocolate maker. The chocolate maker starts by roasting the beans to bring out the flavour. Different beans from different places have different qualities and flavour, so they are often sorted and blended to produce a distinctive mix. Next, the roasted beans are winnowed. Winnowing removes the meat nib of the cacao bean from its shell. Then, the nibs are blended. The blended nibs are ground to make it liquid. It tastes bitter. All seeds contain some amount of fat, which is why the ground nibs from liquid. It's pure bitter chocolate.

equatorial [ekwə'tɔːriəl] (adj): khatulistiwa
ship [ʃɪp] (v): mengirimkan
roast [rəʊst] (v): memanggang
sort [sɔːt] (v): memisah-misahkan
distinctive [dɪs'tɪŋktɪv] (adj): berbeda
winnow ['wɪn.əʊ] (v): memisahkan

STATEMENTS	T/F	EVIDENCE
1. The cacao tree grows in the area which is located near the equatorial line. 2. Inside the cacao fruit are cocoa beans. 3. The cocoa beans should be fried to make them dry. 4. The roasting process is aimed at producing the flavour. 5. The cocoa beans from different origins are never blended to produce a chocolate mix. 6. The liquid chocolate produced from grinding the nibs tastes sweet.		

Activity 9 Study the explanation below.

In Activity 8, there is a sentence showing degree of comparisons.

*The cacao tree produces a fruit which is **smaller than** a pineapple.*

- ✓ With the **positive** form of the adjective, we use **as...as** in the affirmative and **not as/not so...as** in the negative.
- ✓ With the **comparative** we use **than**.
- ✓ Comparison of three or more people/things is expressed by the **superlative** with **the....**

Examples:

No	Positive	Comparative	Superlative
1	Ani is as tall as her	Ani is taller than her	Ani is the tallest students in the
2	sister. My bag is not as expensive as yours.	sister. My bag is more expensive than yours	class. My bag is the most expensive among others'.

There are some rules we should pay attention to in comparison of adjectives.

- 4) One or two syllables adjective is used with **-er** in the comparative and **-est** in the superlative.

Positive	Comparative	Superlative
cold	colder	coldest
old	older	oldest
hard	harder	hardest
pretty	prettier	prettiest
happy	happier	happiest
high	higher	highest
hot	hotter	hottest

- 5) When adjectives have three or more syllables, the comparative is formed with **more** and superlative is formed with **most**.

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
expensive	more expensive	most expensive
delicious	more delicious	most delicious
interesting	more interesting	most interesting
comfortable	more comfortable	most comfortable

- 6) Irregular forms of adjectives are as follows.

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
old	older/elder	oldest/eldest
many/much	more	most
far	farther/further	farthest/furthest
little	less	least

Activity 10 Make comparison of adjectives based on the following data.

1. Each student arrives at school at different time.
Kanti arrives at 6 a.m.
Sinta arrives at 6 a.m.
Triani arrives at 6.30 a.m.
2. There are three books which have different prices.
A mathematics book is Rp 45,000.
An English book is Rp 50,000.
A history book is Rp 60,000.
3. Three women have different ages.
Mrs. Tobing is 35 years old.
Mrs. Indra is 37 years old.
Mrs. Rony is 39 years old.
4. Each student has different English grades.
Nita got 5.
July got 7.
Kartika got 9.
5. There are three girls who have different heights.
Dinda is 150 cm tall.
Lina is 160 cm tall.
Yanti is 170 cm tall.

Activity 11 Study the explanation below.

GIVING INSTRUCTIONS

When you want to describe how something is completed through a sequence of steps, you use some transitional signals. Here are the examples of transitional signals:

Firstly,	First of all,	After that,
Secondly,	Then,	Later,
Thirdly,	Next,	Finally, etc.

Besides using the transitional signals, you can also use the *imperative* form to give instructions. Look at the example.

Example:

Squeeze the juice.

Beat the eggs.

Click the yahoo! Messenger icon.

Activity 12 Playing “What’s the Difference?” Game

Procedure:

The students are asked to imagine some particular objects or people. Then, the students should find out the difference among them by comparing the adjectives.

Activity 13 Below are some words you are going to find in the dialogue in Activity 14. Find their meanings in the dictionary and then repeat after your teacher in pronouncing them.

WORDS	MEANINGS
drop [drɒp] (v)	
gap [gæp] (n)	
slot [slɒt] (n)	
crevice ['krevɪs] (n)	
vacuum ['vækjuəm] (n)	
substance ['sʌbstəns] (n)	
affinity [ə'fɪnɪti] (n)	
moisture ['mɔɪstʃə] (n)	
absorbent [əb'zɔ:bənt] (adj)	
evacuate [ɪ'vækjuet] (v)	
authorized ['ɔ:θəraɪzd] (adj)	

Activity 14 Read the following dialogue. Then, write a paragraph about how to save a wet cell phone based on the information provided in the dialogue. Use the transactional signals and imperative forms in your paragraph.

- Jason : Hi Lilly, are you going to buy a new cell phone?
- Lilly : Yeah, it's for my sister. She dropped her cell phone into bathing tub yesterday.
- Jason : Oh, what a pity. Actually, we can save a wet a cell phone if we are fast.
- Lilly : Really? How can we do that?
- Jason : Take the cell phone out of the water as soon as possible. One important thing to do is removing the battery. Don't forget to remove the SIM card.
- Lilly : Do we have to heat the SIM card?
- Jason : No. You just put it dry and leave it aside until you need to connect your phone to your cellular network. Remove any covers and external connectors to open up as many gaps, slots, and crevices as possible. If it is possible, you can use a vacuum. This is the fastest method to dry out your phone.
- Lilly : That sounds easy.
- Jason : But remember not to hold the vacuum too close to the phone, because a vacuum can create static electricity.
- Lilly : Is there another way?
- Jason : You can use a substance with a high affinity for water to help draw out moisture. For example, you can leave your phone in a bowl of uncooked rice over night.
- Lilly : Rice?



- Jason : Yes, the rice will absorb any remaining moisture. After that, put the phone on an absorbent towel, napkin, or other paper to evacuate all the moisture and humidity. After waiting for a day, test your cell phone.
- Lilly : How if it still doesn't work?
- Jason : Try to plug it into its charger without the battery. If this works, it means you need a new battery. If this does not work, you should try to take your cell phone to an authorized dealer.
- Lilly : Thank you for your suggestions. I can be more aware of my cell phone.

(Source: www.wikihow.com)

D. WRITING

Activity 15 Complete the following paragraph by using one of the statements provided in the box.

Operating a Photocopier



Here are some steps to operate a photocopier. Firstly, _____. The power light should come on. Check the paper tray to ensure that there is enough paper in it. If more paper is needed, put additional papers in the paper tray. Secondly, lift the lid of the photocopier and _____. Use the measurement guide to position the document appropriately. After that, place the lid of the photocopier slowly down to hold the document in place. Choose the number of copies that you want. Then, _____. Some copies may come out darker than normal. Use the buttons on the top of the photocopier, to adjust the darkness to your desired shade. Next, _____. You can have copies on both sides of the paper or only on one side. Other features may be available on different types of photocopiers. Finally, _____, which is located on the top of most photocopiers. The document will be copied, and the duplicate copies will be deposited into a tray.

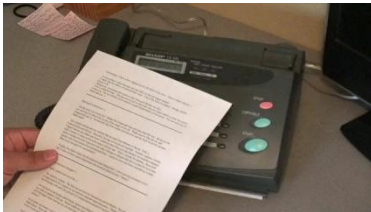
(Source: http://www.ehow.com/how_4914855_operate-a-photocopier.html)

press the electric switch
choose what colour you want the copies to be
press the "Start" or "Copy" button
place the document that you want to copy face down
click the "Open" icon
plug in the photocopier into an electrical wall jack
decide how you want the document to be copied

Activity 16 Put the steps of operating a fax machine into the right order. The pictures provided will help you.

- Dial the fax number for the person you are sending the documents to. There will be a number pad just like a phone on the fax machine. Carefully type in the number so you do not make any mistakes, as it is difficult to know when you have dialled a wrong fax number.
- Create a cover letter to use saying who the document is for and from as well as the intended fax number and your phone number. This alerts the office or home the fax is sent to who it is intended for. Place cover letter on top of your documents.
- You can then call the recipient to make sure he not only has received the documents but that they are legible.
- Insert them into the fax machine with the cover sheet facing you.
- Press the send button and the machine will send the documents to the person you have dialed. Wait until all the pages have pass through and you receive confirmation and collect them when finished. Whatever you are sending will pass through a series of rollers that feed it through the machine and copy it digitally.

(Source: http://www.ehow.com/how_2387427_use-fax-machine.html)



1) _____

2) _____



3) _____

4) _____



5) _____

Activity 17 Playing “Pass the Message” Game

Procedure:

The teacher prepares a short message. The teacher should show the message to one student. Let this student see the message for five seconds, then take it from him/her and keep it yourself. That first student must then write the message he/she remembers on a piece of paper and show it to his/her classmate for five seconds. The students do the same until the message has gone round the class. The last person who gets the message should do the instructions written on the message. Then, read out the message as it began. The teacher can discuss the changes that may occur in the message.

Activity 18 Take a look at the following pictures. Then, write the instruction based on each picture.

1



4



2



5



3



6



Activity 19 Find a manual instruction of operating a kind of household or office equipment. Then, rewrite it by using your own words and share it with your friends.

Activity 20 Write a process of making a particular food or a series of steps of operating a kind of household or office equipment.

Appendix 7

Students' Works

Pre-Test for Assessing Students' Writing Ability

Name: _____

Write a letter for your old friend who is living out of town. Imagine you joined a regional accounting competition last month and became the first winner. By winning that competition, you received an opportunity to have an industrial visit to Barrack Corporation, a textile company. Tell him/her your experience. Then, you also tell him/her your future plans after graduating from the vocational high school.

Tuesday, September 28th 2010

To: My Lovely Friend
at Semarang

Assalamu'alaikum,

Hi, Lina. Long time no see!!

How are you and your family? I'm fine ^{appr.} in here and ^{also} my family. I hope you are too.

Errm... Lina, I want to tell you about my experience. Last ^{spelling} month, I have an ^{model} opportunity to joined a regional accounting competition and alhamdulillah I can ^{became} the first winner (^_^). And do you know? The reward of this competition for the winner is ^{an} industrial visit to Barrack Corporation, a textile company. Oh.... It's very interesting for me.

In there, I got many interesting experiences. Beside it, I got many friends at that company. So, this knowledge can't be forgotten.

Oh yeah, - your last questions ^{was} about my plans after graduating from the vocational high school. I want to study at STAN. It's my big obsession now. And I hope I can get it. How about you?? How about if we gain together? I'm sure that WE CAN!!! Do you agree with me?

Lina, I think it's enough. I'm waiting for your regard. Ok... - - -

Wassalamu'alaikum,

Yours

Ally

Garnir

Pre-Test for Assessing Students' Writing Ability

Name: _____

Write a letter for your old friend who is living out of town. Imagine you joined a regional accounting competition last month and became the first winner. By winning that competition, you received an opportunity to have an industrial visit to Barrack Corporation, a textile company. Tell him/her your experience. Then, you also tell him/her your future plans after graduating from the vocational high school.

Dear Sasa,

How are you? I'm fine and I hope you're fine too. I miss you so much. From this letter, I would like to tell a nice experience. Last month, I joined a regional accounting competition. And you know? I became the first winner. By winning that competition, I received an opportunity to have an industrial visit to Barrack Corporation, a textile company. I think it was a nice experience. How about you? Do you have a nice experience on your holiday? As I know you went to Holland? That right?

Emm... I think everyone should have their own dream. And I want when I graduate I can study ^{at} in STAN. How about you my beloved friend?

I think it's enough. I'm looking forward your letter about your experience in Holland and your plans after graduating from the vocational high school.

With love,



NIA . L

Pre-Test for Assessing Students' Writing Ability

Name: _____

Write a letter for your old friend who is living out of town. Imagine you joined a regional accounting competition last month and became the first winner. By winning that competition, you received an opportunity to have an industrial visit to Barrack Corporation, a textile company. Tell him/her your experience. Then, you also tell him/her your future plans after graduating from the vocational high school.

Tog yakarta . September 28, 2010

Dear Asya,

How are you my friend? I'm fine and I hope you are fine too. From this letter, I would like to tell about a nice experience. Last month, I joined a regional accounting competition. Do you know? I became the first winner. By winning that competition, I received an opportunity to have an industrial visit to Barrack Corporation, a textile company. Well Asya, thank you for your time and I'm looking forward to the letter about your experience. Don't forget!!
am

Your friend,

Risya
Risya

Your future plans?

Pre-Test for Assessing Students' Writing Ability

Name: _____

Write a letter for your old friend who is living out of town. Imagine you joined a regional accounting competition last month and became the first winner. By winning that competition, you received an opportunity to have an industrial visit to Barrack Corporation, a textile company. Tell him/her your experience. Then, you also tell him/her your future plans after graduating from the vocational high school.

Monday, Sept 26, 2010

Hello vina, how are you??

I hope you and ^{your} family are fine. Here, my family and I are fine.

I miss you so much. When ^{we} will meet again?

Here, I will tell you about my experience. Last month, I joined a regional accounting competition, and I became the first winner. I ^{to be} really happy about this. And by winning this competition, I received an opportunity to have an industrial visit to Barrack Corporation, a textile company. I'm ^{tense} glad to visit.

Okay, I think that's all, I hope we can meet at next holiday. Thank^s for your attention, and sorry if there is ^{many} mistakes _{for countable noun}

Your future plans?

With Love

Seftin

Pre-Test for Assessing Students' Writing Ability

Name: _____

Write a letter for your old friend who is living out of town. Imagine you joined a regional accounting competition last month and became the first winner. By winning that competition, you received an opportunity to have an industrial visit to Barrack Corporation, a textile company. Tell him/her your experience. Then, you also tell him/her your future plans after graduating from the vocational high school.

Sleman, September 28 2010

To : my old friend
in Surabaya

Hello friend! How are you? I hope you're fine.
^{capitalization} (my) friends what do you know? ^{capitalization} (last) month, I ~~in~~ joined a regional
accounting competition. That's ^{tense} very excited because I could ^{be} the first winner
^{of that} from competition. That's ^{tense} never ^{wrong word} think for me. After I ~~in~~ joined a regional
accounting competition, I ~~in~~ received an opportunity to have an industrial visited
to Barrack corporation, a textile company. There are ^{tense} (can) say have a work system,
and any other experience. That's very good.
Then I have ^{article} future plans after graduating from the vocational high school, ^{capitalization} (second), I'll ^{inappr. word} be make an industry.
First, I'll be a lecturer ^{with} a program Accounting. ^{capitalization} (second), I'll ^{be} make an industry.
Okay friend! that's my experience and plans after graduating from the vocational
high school. ^{ing + for}
I am ^{verb} (want) your reply.

your friend
Chisri

Pre-Test for Assessing Students' Writing Ability

Name: _____

Write a letter for your old friend who is living out of town. Imagine you joined a regional accounting competition last month and became the first winner. By winning that competition, you received an opportunity to have an industrial visit to Barrack Corporation, a textile company. Tell him/her your experience. Then, you also tell him/her your future plans after graduating from the vocational high school.

Tempol, 28 Sept 2010

Hello, my friend...!! How are you...?

I hope you ^{always} find
to be

Thiefha, I want to tell you about my accounting competition. Last month, I joined a regional accounting competition and became the first winner. I ^{am} ^{feeling} so happy. And I ^{have} ^{tenure} an opportunity to have an industrial visit to Barrack Corporation, a textile company.

Ok, I think ^{subject?} is enough. I'm sorry if I have mistake.
Thank you for your attention, and I hope we can meet after my industrial visited.

Your plans ?

Your friend

Thatie

Pre-Test for Assessing Students' Writing Ability

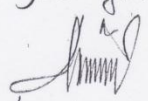
Name: 15/12/2016

Write a letter for your old friend who is living out of town. Imagine you joined a regional accounting competition last month and became the first winner. By winning that competition, you received an opportunity to have an industrial visit to Barrack Corporation, a textile company. Tell him/her your experience. Then, you also tell him/her your future plans after graduating from the vocational high school.

To : Bebies Dums
From : Ice tea F

Hi friend, How are ^{wrong word} you?
I hope u fine-dine and your family.
Long time ~~x~~ no see
Ohh, yes friend, I'll tell my experience last month about my competition.
From my school I join ^{tense} accounting competition and you know, I get ^{inapp. word} the
first winner. I'm really really happy, because ^{of} I can ~~x~~ visit ~~x~~
Barrack Corporation, a textile company. It is ^{tense} a great experience for
me because I get ^{tense} same knowledge, how can make a something.
What ^{to be} your activity now? After graduating from your school, What
are u doing? If me ... Emmm I want to work to get some
money for studying at University STAN to shape my dream.
Pray for me to shape it ... !! realize

And what about your plan?
Please reply my letter full stop?
Friend, enough for me
And thank you for all.

Your friend

Ice tea F

13 Ahmad Yani St.
Bandung, West Java
December 9, 2010

Dear Tia,

Thank you for sending me a letter last month. Congratulations for your new position as a managing director in your office, just like what you asked, I'll tell my work plan to you and hopefully, I can follow your success.

I'm going to start my career right after graduating from ~~Senior High School~~ Vocational High School. After it, I'm planning to go to STAN. I'll study accounting there. After graduating from STAN, I'm going to send ~~application~~ application letters to several local government offices.

For the first time, I think, I'll probably be a public accountant. I'm sure it won't be a lifetime job, but I'll ~~see~~ do my job with pleasure, honesty, optimism and self confident. Then I'll move up to be an intern accountant of the other office.

I think, I can do my job well, so I must try hard to be a local government accountant. I'll learn anything about accounting processes at government field.

I must study hard ^{be} accurate, efficient and alert with everyone in my work environment. If I can do my job right ~~and~~ according to the real condition, I am sure that one day I'm going to be a successful state government accountant.

Keep telling the details of your job in Kalimantan. I really enjoy hearing your working experience. Convey my regard to uncle Sum and aunt Sally.

Yours,



Garnis

Good!

13 Ahmad Yani St.
Bandung, West Java
December 9, 2010

Dear Angga,

Thank you for sending me a letter last month. Congratulation for your new position as a managing director in your office. Just like what you asked, I'll tell my work plan to you and hopefully, I can follow your success.

I am going to start my big dream after graduating from Vocational High School. I'm planning to be a successful financial accountant and work in a national bank. At first, I'm going to get a scholarship and I'll study accounting in STAN.

When, I graduate from STAN I am going to look for a job in national banks and then take the first job opportunity given to me.

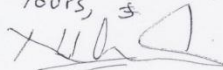
For the first time, I'll probably be a staff assistant. I'm sure it won't be a lifetime job. So, I can learn accounting features. Then I'll move up to be an accounting staff.

Then, I'll work hard to be a specialized staff. I'll learn anything about accounting processes. I must be creative, responsible, firm and alert with everyone in my work environment. If I can be an inspired and resourceful person, I'm sure I'm going to be a successful accounting director in a National Bank.

I believe where there is a will there is a way and I will make all my dreams come true.

Keep telling the details of your job in Klimantan. I really enjoy hearing your working experience. Convey my regard to uncle Sam and Aunt Sally.

Yours, &


NIA

Good and be more creative!

13 Ahmad Yani St.
Bandung, West Java
December 9, 2010

Dear Monica,

Thank you for sending me a letter last month. Congratulations for your new position as a managing director in your office. Just like what you asked, I'll tell my work plan to you and hopefully, I can follow your success.

I'm planning to work in Indonesian Bank. At first, I'm going to study accounting in STAN. I'll learn accounting seriously.

When I have got enough experience, I'll look for a job especially in Indonesian Bank. Finally, I expect after graduating from STAN, I want to be a successful financial accountant in Indonesian Bank.

Keep telling the details of your job in Kalimantan. I really enjoy hearing your working experience. Convey my regard to uncle Sam and aunt Sally.

Good !

Yours,

Anita

13 Ahmad Yani St.
Bandung, West Java
December 9, 2010

Dear Ezra,

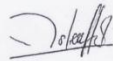
Thank you for sending me a letter last month. Congratulations for your new position as a managing director in your office. Just like what you asked. I'll tell my work plan to you and hopefully, I can follow your success.

I am going to start my work after graduating from university. given to me? When I have enough money from that job, I will try to be an entrepreneur. I'm planning to build basic boutique. What job?

But if I can't, I will work hard to get the highest position in that companies. We are young and healthy, so we must work hard to make our dream comes true. I am sure, that one day I am going to be a successful person. dreams come

Keep telling the details of your job in Kalimantan. I really enjoy hearing your working experience. Convey my regard to uncle Sam and aunt Selly.

Yours,



Septim

Desi Retno Palupi / 2412 / 015

09 Armada St.
Sumbaga, East Java
December 2, 2010

Dear Karzki,

Thank you for sending me a letter last week. Congratulations for your new position as a supervisor in your office. Just like what you asked. I'll tell my work plan to you and hopefully I can follow your success.

After finishing my study, I am going to go to college. After ^{graduated} ~~graduated~~ from University, I'll continue ^{doing} my hobby in making ~~more~~ ^{more} cakes. So, I want to be an entrepreneur. At first, I'll ~~promoting~~ ^{promoting} take to get customer. I'll work hard and must be spirit. If I get many customer, I'll open another bakery shop in East Java.

From this job, I'll learn about entrepreneur and I can get some new experience. Since I have got enough experience, I'll can be a bakery entrepreneur.

Keep telling ^{the} details of your job in Bandung. I really enjoy hearing your working experience. Convey my regards to your parents.

Yours,

Desi

Desi

Jln. wara-wiri, no 11

Yogyakarta

November 31, 2010

Dear Alvin,

How are you Alvin? I hope you and your family ^{are} always
^{Our last meeting was} be fine. We meet the last on September, and I'm so ^{really} very-very
 miss you. Alvin, I want to tell you (about) my plan after graduate
 from my vocational school. ^{+ gerund}

I'm going to start my career after graduate ^{ing} from vocational school. I'm going to study in UMY. I'm study in UMY, because it's my aspiration from childhood. I'm going to be an English teacher. I choose this job, because I think a teacher is a lovely job. After graduating from university, I'm going to send application letter and follow the test.

For the first time, I think it's impossible for me to ^{pass} through that test. But I can do it, I'm so glad. Now I'll do my job with great optimism. I'm young and healthy, so I can work hard to be specialized teacher and I'm sure that one day I'm going to be a professional English teacher.

Alright, I think enough and I'm going to close now.

With Love,



Pratiwi T.

13 Ahmad Yani St.
Bandung, West Java
December 03, 2010


Dear Mr. Dumz,

Thank you for sending me a letter last month. Congratulations for your new position as a managing director in your office. Just like what you asked, I'll tell my work plan to you and hopefully I can follow your success.

I will begin my business after graduating from Sleman University. At first, when holiday, I think I don't have some works. One ^{of} my dreams is want to be an entrepreneur. So, I will use my free time to learn my business. My family has travel business. I am going to help my father to run my family's business. From it I will study and work hard to learn anything about it from my father. So, I will get some experience and knowledge.

And the next time, I am planning to run my own business. My knowledge at University can help me to make it real and successful. I will ask my friend to cooperate with me in running the new business. We must work hard to get successful, and do it step by step. When our business is advanced, I am planning to have some branches in Bandung and Surabaya. Next time, I think, I am very busy to check my business somewhere.

Keep telling the details of your job in Kalimantan. I really enjoy hearing your working experience. Convey my regard to uncle Sam & aunt Sally.

Yours,


Very ³⁰³ good!

Name: _____

Write a simple paragraph containing a series of steps of doing or using something. Choose one of the following topics for your writing.

- Making your favourite food or drink
- Operating a kind of household or office equipment
- Giving some useful tips of doing something to your friend

How to Send Message by Nokia Handphone

Have you ever send message by Nokia Phone? I'll show you how to do it. Firstly, you must check the keypad. It should be unlocked. Press "Unlock" then "*" on the keypad. After that, Press "Menu". You will find the main menu on your display phone, such as Internet, Contacts, Log, Organizer, Messaging, Gallery, Settings, Media, Applications, and M3 Access. For sending message, you must choose Messaging. Then, select "Create Message" and you will find some options for this menu, such as "Message", if you will send text message, "Email Message", if you will send email message, "Flash Message", if you will send message quickly, "Audio Message" if you will send audio message, and "Template" if you will send message by template. So, for sending text message, you must choose "Message" menu. After it, create your the number that want to send the message. There will be ^{some} number pads. Carefully type in the number so you do not make any mistakes. But, you can also choose from your (contacts) phone. Then, create your message. If you have finished create message, press "Send". Remember, the service must be activated by service provider before the message can be sent. Try it!

Name: _____

Write a simple paragraph containing a series of steps of doing or using something. Choose one of the following topics for your writing.

- Making your favourite food or drink
- Operating a kind of household or office equipment
- Giving some useful tips of doing something to your friend

Making Scrapbook

Scrapbook is a book with empty pages where you can stick pictures, newspaper articles, or other things you want to keep. In this article, I'll give some useful tips to make scrapbook. Emm... You can use drawing books or you can make your own scrapbook by using HVS paper. Stick your HVS paper together with strong paper glue, use your creativity to create its cover.

These are some steps how to make scrapbook. First of all, prepare for about 10 sheets of HVS paper, paper glue, thick paper (for its cover), some stickers, pictures or other accessories. Step one, glue together all the HVS paper on its left side or on side. Glue it for about 2 cm on each side that you ^{their} choose (left or top). Step two, make the cover. Stick all the accessories you have chosen to the front cover, then stick it to be HVS. Your scrapbook is ready to use.

Name: _____

Write a simple paragraph containing a series of steps of doing or using something. Choose one of the following topics for your writing.

- Making your favourite food or drink
- Operating a kind of household or office equipment
- Giving some useful tips of doing something to your friend

How to Make Sunrise Salad

Salad is my favourite food. Have you ever seen the people how to make Salad. In this paragraph, I'll show you how to make Sunrise Salad made of some fruits.

In the first you'll need some ^{ingredients} materials. They are 1/2 cup of strawberries, 1/2 cup of grapes, 1 banana, 1 small bottle of plain yoghurt and a small bundle of mint leaves for garnish. And then you must prepare the equipment as a knife, a large bowl and a small bowl.

Well, let me see. I'll show the steps of how to make Sunrise Salad. First, you must wash the fruits and let ~~them~~ dry on paper towels. Then, using your knife, trim the green off the strawberries and cut them in half or into slices if they are very large. Next, slice the banana into chunks. After that, combine all the fruits in ~~an~~ individual bowl and mix ^{them}. Add a bit of yoghurt on top of the fruit Salad. Finally, place a small bundle of mint leaves on the yoghurt for garnish. Sunrise Salad is ready to be served.



Name: _____

Write a simple paragraph containing a series of steps of doing or using something. Choose one of the following topics for your writing.

- Making your favourite food or drink
- Operating a kind of household or office equipment
- Giving some useful tips of doing something to your friend

How to Send a Picture via Bluetooth

Here are some steps to send a picture via bluetooth. Firstly, open the picture that will be sent. After that, press "send". Then, in your hand phone, there will be some choices to send. Choose the bluetooth choice. Next, look for your friend's ^{choices} bluetooth name. After you find it, click it. But if there is no your friend's bluetooth name, click "search" until you find it, and then click it. From your friend's hand phone, click "receive file". Wait a minute and the picture will be sent.

8

Name: _____

Write a simple paragraph containing a series of steps of doing or using something. Choose one of the following topics for your writing.

- Making your favourite food or drink
- Operating a kind of household or office equipment
- Giving some useful tips of doing something to your friend

How to Make a Glass of Strawberry Milk Juice.

Juice is one of healthy drink. One of ~~the most~~ my favourite juice is Strawberry milk juice. I will show you how to make a glass of strawberry milk juice.

Firstly, prepare 10 strawberries, milk, honey, water, and some ice cubes. Secondly, slice strawberries in a half and put it in the blender. Thirdly, put 3 tablespoonfull of milk and 2 teaspoonfull of honey. Then, add the water and some ice cubes. Next, blend the juice. After that, pour the juice in a glass. Finally, a glass of strawberry milk juice is ready to serve.

Name: _____

Write a simple paragraph containing a series of steps of doing or using something. Choose one of the following topics for your writing.

- Making your favourite food or drink
- Operating a kind of household or office equipment
- Giving some useful tips of doing something to your friend

How to Make a Chocolate Cake.

My favourite cake is a chocolate cake. Do you like the chocolate cake? I want to tell you how to make it. We need some sugar, eggs, vanilla, flour, baking powder, and chocolate. Firstly, mix sugar, vanilla, and eggs. Secondly, pour the baking powder and flour into the mixture. Mix the ingredients until they are well mixed. Then, put the chocolate into ^{the} mixture. Next, you must put the batter to the baking pan and then ~~to~~ roast it. We need 15 until 20 minutes to roast the batter until cooked. Finally, the chocolate cake ~~is~~ ready to ^{be} served.

Name: _____

Write a simple paragraph containing a series of steps of doing or using something. Choose one of the following topics for your writing.

- Making your favourite food or drink
- Operating a kind of household or office equipment
- Giving some useful tips of doing something to your friend

" How to Make an omelette "

If you are hungry and you don't like the dish at your home, you can make simple food that is easy. ^{to make} It's an omelette. Here are some steps to make an omelette. First of all, Prepare the ingredients, they are oil, eggs, salt, pepper and pan to fry the reasoning. Then, break two eggs into a bowl. Next, season the eggs with salt and pepper. After that, beat the eggs thoroughly. Then, pour a little oil into the pan. After that, heat the oil. Next, pour the beaten egg into the pan. Then, cook the egg until well done. Finally, fold the omelette and remove it from the pan. Omelette is ready to serve. Hmm. it's delicious.

8

Appendix

The Students' Writing Scores

THE SCORE OF THE STUDENTS' WRITING

No	Nama	Pre Test	Post Test 1	Post Test 2
1	Tri Yuli Riastiti	55	62	65
2	Erna Wulandari	55	64	70
3	Sri Andiyani	55	60	72
4	Bonina Larasati	50	60	60
5	Fitria Windiasari	55	62	68
6	Fitri Andari	55	60	70
7	Karina Puji Lestari	56	65	75
8	Tyas Setyaningsih	56	65	68
9	Istiana	56	64	70
10	Lisvatun Khasanah	56	64	72
11	Istiqomah	58	70	75
12	Ayuk Purwaningsih	57	62	70
13	Erna Fitriyani	55	62	65
14	Yulia	50	62	65
15	Jihan Erlinawati	58	70	74
16	Endah Fitriyaningsih	58	68	74
17	Pratiwi Triwibowo	58	64	70
18	Fitriyani Rismawati	60	70	74
19	Desi Retno Palupi	61	67	75
20	Tri Ningsih	59	64	72
21	Ismayanti	60	62	65
22	Triyanti	62	67	70
23	Fitriningsih	63	70	75
24	Siti Nur Faizah	65	70	74
25	Rani Arinasari	65	67	70
26	Annisa Komala Wati	65	70	76
27	Laili Wiji Astuti	6470	65	74
28	Muliana Dewi	65	70	70
29	Tia Fenti Yatmasari	66	70	72
30	Anita Rochmawati	67	75	82
31	Tri Nuryanti	67	70	72
32	Seftin Prahaswati	68	74	78
33	Shinta Suryaningrum	69	70	76
34	Garnis Segi Regiyani Agustin	71	78	82
35	Muji Lestari	72	76	80
36	Nia Lestari	73	80	82
Mean		60.69444	67.19444	72.27778

Appendix 9

Pictures

THE WRITING LEARNING PROCESS



Picture 1: The students did the individual task in Unit 1 seriously.



Picture 2: The students did the individual task in Unit 2 seriously.



Picture 3: The teacher gave feedback effectively to the students when they did the tasks independently.



Picture 4: The students had active discussions during group working.



Picture 5: The students worked in groups seriously.



Picture 6: The students were enthusiastic to work cooperatively while doing the tasks.



Picture 7: The students were active to present their answers on the blackboard.



Picture 8: The students were enthusiastic to write the sentences on the blackboard while playing “Fortune-telling” game.



Picture 9: The students shared their ideas actively through the discussions in groups.



Picture 10: The students were serious to work independently during group working.



Picture 11: The students were excited to give feedback to their classmates’ sentences written on the blackboard.



Picture 12: The students were active to write their answers on the blackboard.



Picture 13: All groups vied each other enthusiastically to write the sentences on the blackboard while playing “What’s the Difference” game.



Picture 14: The students were eager to write their sentences on the blackboard.



Picture 15: The students paid much attention to the teacher’s feedback.

Appendix 10

Letters



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/5719/VI/2010.

Membaca Surat : Dekan Fak Bahasa dan seni UNY.
Tanggal Surat : 23 September 2010.

Nomor : 1431/H34.12/PP/IX/2010.
Perihal : IJIN PENELITIAN.

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) kepada :

Nama : ASNA IZATI. NIP/NIM : 06202244013
Alamat : Karangmalang Yogyakarta.
Judul : IMPROVING THE WRITING LEARNING PROCESS OFF GRADE XI STUDENTS OF SMK N 1 TEMPEL BY IMPLEMENTING TIERED ASSIGNMENTS.

Lokasi : Kabupaten Sleman.

Waktu : 3 (tiga) bulan

Mulai tanggal : 24 September s/d 24 Oktober 2010.

Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta

Pada tanggal : 24 September 2010

An. Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub. Kepala Biro Administrasi Pembangunan

Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman cq Ka Bappeda.
3. Dinas Pendidikan pemuda dan Olahraga Prov DIY.
4. Dekan Fak Bahasa dan seni UNY.
5. Yang bersangkutan.





PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Alamat : Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55511
Telp. & Fax. (0274) 868800. E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 07.0 / Bappeda/ 2121/ 2010

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor: 55 /Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Propinsi Daerah Istimewa Yogyakarta Nomor: 070/5719/V/2010 Tanggal: 24 September 2010. Hal: Izin Penelitian.

MENGIZINKAN :

Kepada :
Nama : **ASNA IZATI**
No. Mhs/NIM/NIP/NIK : 06202244013
Program/ Tingkat : S1
Instansi/ Perguruan Tinggi : UNY
Alamat Instansi/ Perguruan Tinggi : Karangmalang, Yogyakarta
Alamat Rumah : Trasakan, Jamuskauman, Nglwuar, Magelang
No. Telp / HP : 085643257315
Untuk : Mengadakan Penelitian dengan judul:
**"IMPROVING THE WRITING LEARNING PROCESS OF
GRADE XI STUDENTS OF SMK NEGERI 1 TEMPEL BY
IMPLEMENTING TIERED ASSIGNMENTS"**
Lokasi : Kab. Sleman
Waktu : Selama 3 (tiga) bulan mulai tanggal : 24 September 2010
s.d 24 Desember 2010

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada pejabat pemerintah setempat (Camat/ Lurah Desa) atau kepala instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda.*
4. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di : Sleman
Pada Tanggal : 24 September 2010.

Tembusan Kepada Yth :

1. Bupati Sleman (sebagai laporan).
2. Ka. Badan Kesbanglimas & PB Kab Sleman.
3. Ka. Dinas Pendidikan, Pemuda & Olahraga Kab. Sleman
4. Ka. Bid. Sosbud Bappeda Kab. Sleman
5. Camat Kec. Tempel
6. Ka. SMK Negeri 1 Tempel
7. Dekan Fak. Bahasa dan Seni - UNY
8. Pertinggal

A.n. Kepala BAPPEDA Kab. Sleman
Ka. Bidang Pengendalian & Evaluasi
u.b.
Ka. Sub Bid. Litbang

SRI NURHIDAYAH, S.Si, MT
Penata Tk. I, III/d
NIP. 19670703 199603 2 002



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA, DAN OLAHRAHA
SEKOLAH MENENGAH KEJURUAN NEGERI 1 TEMPEL
BIDANG STUDI KEAHLIAN BISNIS DAN MANAJEMEN

Jalan Magelang Km 17 Tempel Sleman, Yogyakarta 55552
☎ (0274) 869-068 e-mail: smkn1tempel@gmail.com



Certified Management System
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Cert. No. 01 100 096629

SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor : 421.4 /051

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Kejuruan Negeri 1 Tempel Kabupaten Sleman menerangkan bahwa :

Nama : ASNA IZATI
NIM : 06202244013
Prodi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Bahasa dan Seni UNY
TTL : Magelang, 14 November 1988

Benar-benar telah melaksanakan penelitian/mencari data dalam rangka menyusun Skripsi yang berjudul "*Improving the Writing Learning of Grade XI Students of SMK Negeri 1 Tempel by Implementing Tired Assignments*" selama 3 bulan mulai 24 September 2010 s.d. 24 Desember 2010

Demikian Surat Keterangan ini dibuat dengan sesungguhnya, dan dapat dipergunakan sebagaimana mestinya.

Tempel, 26 Januari 2011
Kepala Sekolah,



Dra. Nuning Sulastri

NIP 19610828 198803 2 010